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ABSTRACT

Drawing information provided by regional accrediting agencies and from the American Association of Community Colleges' database, this publication provides a broad statistical overview of the all public and independent two-year colleges in the United States using extensive tables, charts, and graphs. Chapter 1 includes information on the number of community colleges by type of control; a comparison of public community colleges and public four-year colleges in term of headcount enrollment, freshmen and minority enrollments, average expenditures, average annual tuition, and average federal aid amount per student; estimated percentage of state populations over age 17 attending community colleges, and number of community colleges by state. Chapter 2 focuses on student enrollment and student characteristics, including attendance status, sex, racial/ethnic background, and age, and distribution of reported disabilities. Chapter 3 looks at indicators of community college impact, including remedial/developmental education, involvement in workforce training, associate degrees conferred, degrees conferred on international students, programs with excellent job prospects, median income, and transfer rate. Chapter 4 focuses on student tuition, fees, and financial aid. Chapter 5 explores institutional revenues and expenditures, and provides information on community college employees, including type of work, sex, employment status, and salaries. Finally, chapter 6 provides an essay on the future of the community college. (KP)

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1995-1996

National Profile of Community Colleges: Trends & Statistics

1995–1996

Edited by Kent A. Phillippe

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Community colleges, around since the turn of the century, often have been the neglected sector of higher education—not only among federal policy makers, but also among academic elitists who feel postsecondary education is inferior if not from a premier four-year institution. In this light, and with recognition of the unclear picture of the modern community college, this book was created to look at today's community college landscape. It is hoped that a wide array of people—librarians, researchers, and community college proponents—will use the information in this volume to articulate the strengths of today's community colleges.

This book is intended to give the reader a broad overview of community colleges. The data are presented in different styles to help the reader understand the issues involved. The most recent and accurate data were collected from many sources. Due to this variety, the numbers will not always be consistent across the numerous tables and charts, but every effort was made to preserve consistency. This volume is different from previous statistical publications of the American Asso-

ciation of Community College (AACC), which uses a revised definition of community college.

For this publication, community colleges are defined as follows: institutions that are separately accredited by one of the six regional accrediting bodies (the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges) and primarily offer the associate degree as the highest degree; or institutions that are formally undergoing the process of becoming accredited by one of these six bodies and primarily offer the associate degree as the highest degree; or unique systems or campuses of accredited baccalaureate or higher-degree-granting institutions that primarily offer an associate degree as the highest degree (for example, the 13 University of Wisconsin Centers

are considered one community college). Data for this publication are based on the most recent membership lists from the regional accreditation bodies and the AACC data base.

It is important to note that the definition of a two-year institution used by the Department of Education is different. This definition is: institutions of higher education accredited by an agency recognized by the Department of Education offering an associate degree as the highest award. The three key differences are: 1) the Department of Education recognizes colleges not accredited by a regional accrediting body; 2) the Department of Education excludes institutions that offer primarily associate degrees, yet offer one or two baccalaureate programs; and 3) the Department of Education excludes campuses of four-year institutions that are not separately accredited and offer an associate degree as the highest degree.

Previously published AACC statistics used a more liberal interpretation of community colleges, so the data presented here are

not comparable to past AACC figures. For historical perspective, this volume utilizes U.S. Department of Education data to look at trends. This book uses the AACC definition in two places only, the table showing the number of community colleges in 1993 (Chart C1.1), and for the table showing the employment status of community college faculty (Table T5.10).

For the purposes of this book, the term "community college" will be used to denote all public and independent two-year institutions including those that meet the Department of Education's definition of a two-year college. Public community colleges are all two-year institutions controlled by publicly elected or appointed boards deriving primary support from public funds. Independent colleges are all other two-year institutions, and include both for-profit and not-for-profit colleges. Headcount enrollment is the unduplicated number of students enrolled in the institution at the designated date the enrollment figure is taken.

Past to Present, What Community

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CHAPTER

ONE

COLLEGES ARE

Past to Present, What Community Colleges Are

The community college is a purely American institution. It evolved from its origins before the turn of this century with the help of social and historical prods, each contributing to its current richness.

Even before the birth of the first public junior college there existed a small number of private two-year colleges. These colleges were once small four-year institutions that discontinued the last two years of programs in response to financial pressures and to accommodate the flood of new high school graduates seeking a college education.

The first appearance of public community colleges was motivated by two forces: the explosive expansion of high school graduates wanting to continue their education and the wishes of universities to divest themselves of freshmen and sophomores. Rather than use their substantial academic resources to provide new students with the foundations of learning, universities proposed that these basic learning and thinking skills be taught by a different kind of institution, one that would bridge the gap between high school and higher levels of scholarship. William Rainey Harper, president of the University of Chicago, and others fostered the idea. Thus was born in 1901, the college considered the start of the public junior college movement—Joliet Junior College in Joliet, Illinois. Although considerably different in personality and purpose from its original design, Joliet Junior College still operates today.

The idea spread across the country over the next twenty-five years. In 1907 the California legislature gave the concept its next big boost by authorizing high schools to offer the first two years of college, and in 1917 provided state and local support for the colleges. In 1921, the state allowed the development

of community college districts to be governed by local boards, connecting the colleges more closely with the communities they served. Texas, Mississippi, Missouri, Iowa, Kansas, and Michigan also established community colleges during this period.

The college's mission during the early years remained faithful to the original concept. But the Great Depression of the late 1920s and 1930s expanded the role. Throughout the history of community colleges, serious economic downturns have led to significant enrollment increases at affordable colleges. Localities pressed their colleges to offer courses that would help them secure scarce jobs. The colleges worked with business and industry to shape programs and assist with adjustments as demands changed. Federal initiatives designed to weaken the Depression's grip included programs that directly encouraged and funded creation of more accessible colleges. The legislation aimed to train young workers for available positions and to occupy large numbers of potential workers, giving the economy a better chance to recover.

These pressures changed the character of public junior colleges. While newly-formed colleges tended to have predominately technical curricula, established junior colleges maintained their original focus, and some colleges became two-dimensional. This was the first step in the evolution of the multi-dimensional college.

World War II made the next significant impact. In a rush of patriotic fervor to honor the men and women who would return from the war, Congress passed the G.I. Bill in 1944, awarding postsecondary education support to veterans. Again the intent was to prevent severe unemployment by keeping veterans out of the workforce until the economy had adjusted sufficiently to accommodate them, and to train workers for the changing workplace. Veterans flooded colleges, changing their programs and the instructional approaches used in them. Between 1944 and 1947, community college enrollment doubled as more than 250,000 new students registered.

Just three years later the Truman Commission Report eschewed the elitism of American higher education and called for a national master plan to make higher education accessible to "all able young people." The report recommended the establishment of more community colleges with a comprehensive agenda that augmented the two already functioning curricula with public service and recreational programs to fulfill local community needs and involve citizens of all ages, races, and social classes. While the Commission's report did not create the comprehensive community col-

lege, since many colleges already had comprehensive scope, it did certify colleges as an important cornerstone of American higher education and lay the groundwork for the extraordinary expansion of the next quarter century.

In the 1960s the number of public colleges and enrollment grew dramatically, with one college a week on average opening to accommodate a flood of students. The many triggers for this remarkable expansion included: the post–World War II Baby Boom, the development of colleges in major urban areas, the return of veterans from Korea and Vietnam, and the draft board's acceptance of full-time enrollment in a community college as a reason for military deferment. Federal laws funneled money directly into community colleges for facilities construction, vocational program enhancement, faculty development, and management improvement—supported the expansion. Also during this period, the federal government helped qualified students with grants and loans to defray college costs.

The experience of private two-year colleges during this period was different. Both the numbers of colleges and enrollment declined into the 1970s. While rising operations costs was one reason for the decline, the principle explanation was the accessibility, lower-cost, convenience, and multi-dimensionality of public colleges.

While enrollments continued to increase through the 1980s and into the 1990s (with downturns in 1983–85), the mission of community colleges became sharper and more complex. It more firmly embraced access and equity issues, community activism, and encouragement of life-long learning. The community college as a significant element in local and national economic development gained greater credence. Community colleges became institutions of choice for minority populations. Their emphasis on teaching and learning as principal interests served to distinguish them from other postsecondary institutions and to describe their means of educating students.

The community college national network today numbers approximately 1,100 institutions, enrolling 5.7 million credit students in the fall of 1994. Another estimated 5 million non-credit students participate in the colleges' programs.

- Between 1960 and 1975, community colleges increased two and one-half times in number, opening at a rate of almost one a week.

- In 1965, community colleges enrolled 1.1 million students, representing 20 percent of all students in higher education and 24 percent of all first-time college freshmen, in 1992 these increased to 38 percent and 49 percent respectively.

- Between 1965 and 1975, community college enrollment increased almost three and one-half times.

- Enrollment growth slowed between 1982 and 1992 to average around 2 percent per year.

- Enrollment in all higher education institutions increased by nearly 540,000 students between 1990 and 1991. About 76 percent of this net increase was in community colleges (412,000).

- According to the National Longitudinal Study of the High School Class of 1972, one of four 1972 high school graduates earned at least one credit from a community college between 1972 and 1984.

- In 1992 community colleges served over 5.7 million students, nearly 45 percent of the undergraduate population, and approximately half of all first-time freshmen.

- Approximately 3 percent of adult Americans enroll for credit at community colleges annually.

- In 1992 California had almost 1.3 million students enrolled at community colleges, or about 6 percent of its adult population. This number also represented almost one-quarter of the national community college enrollment.

- In 1992 more than 6 percent of the adult population in Wyoming and close to 6 percent of the adult population of Arizona attended community colleges.

- California, in 1992, had nearly as many community colleges as the next two numerous states (Texas and North Carolina) combined.

Comparison of public community colleges and public four-year institutions

- Community college students represent 53 percent of the public undergraduate population in 1992.

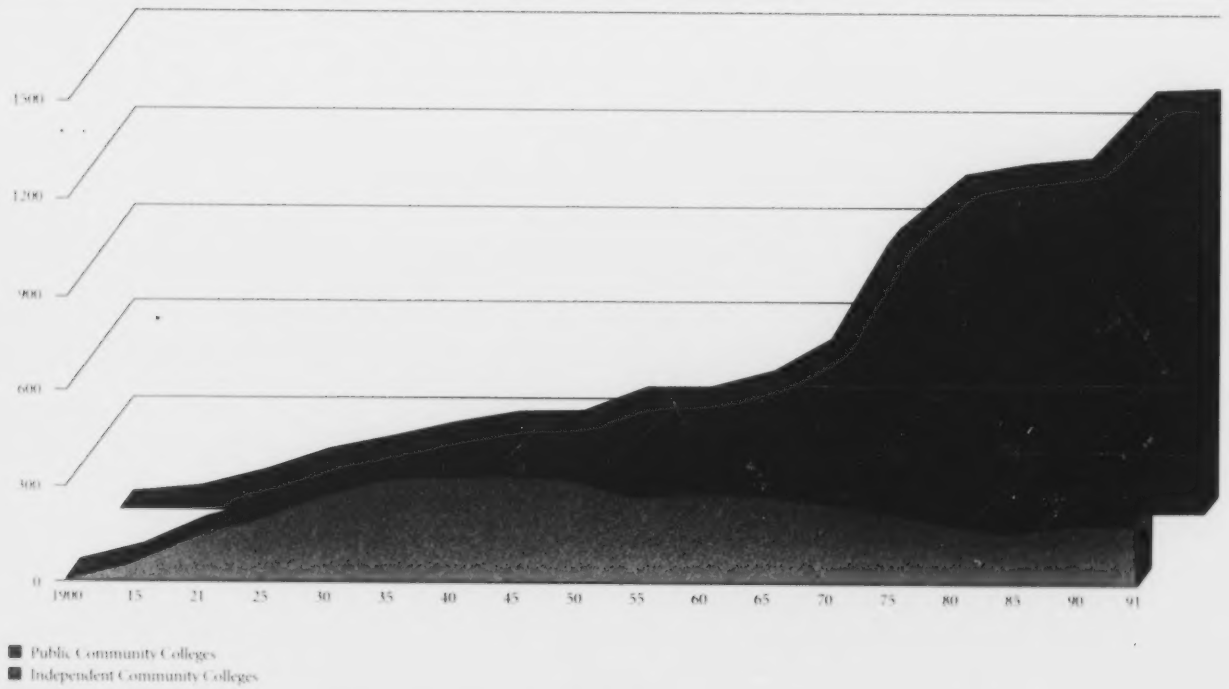
- More first-time freshmen attended public community colleges than public four-year institutions in 1992.

- Public community colleges provide higher education to a greater percentage of minorities than do public four-year institutions in 1992.

- Public four-year institutions spent over twice as much per student than public community colleges in 1991.

- Average in-state tuition and fees were approximately $900 less at public community colleges than at public four-year institutions, yet students averaged $1,100 less in financial aid in 1990.

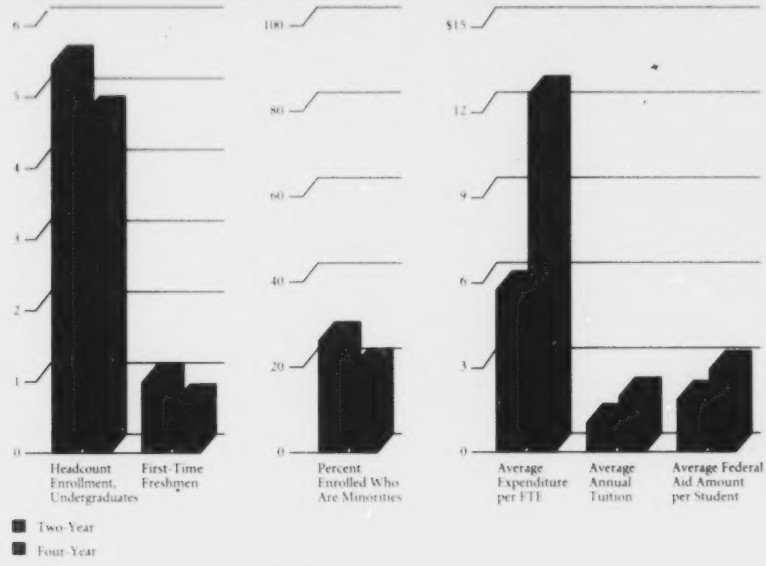
C1.1 Number of Community Colleges by Control of Institution: 1900 to 1991



Source: AACC Annual Fall Survey

Enrollment in all higher education institutions increased by nearly 540,000 students between 1990 and 1991. About 76 percent of this net increase was in community colleges (412,000).

C1.2 Comparison of Public Community Colleges and Public Four-Year Institutions



Source: Digest of Education Statistics, 1994; NPSAS 1989–90 Data System

T1.1 Number of Community Colleges by Control of Institution: 1900 to 1991(1)

YEAR	PUBLIC	INDEPENDENT	TOTAL
1915	19	55	74
1921	70	137	207
1925	136	189	325
1930	178	258	436
1935	223	309	532
1940	258	317	575
1945	261	323	584
1950	337	311	648
1955	338	260	598
1960	390	273	663
1965	503	268	771
1970	847	244	1,091
1975	1,014	216	1,230
1980	1,049	182	1,231
1985	1,068	154 (2)	1,222
1990	1,282	183	1,465
1991	1,291	181	1,472

Source: AACC Annual Fall Survey

(1) AACC historical data includes branch campuses of colleges and AA degree-granting university campuses
(2) Decrease in number of independent colleges is due to differences in data collection procedures in the mid 1980's

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C1.3 Estimated Percentage of State Populations Aged 18 and Over Attending Community Colleges: 1992

Source: Analysis of Bureau of the Census and NCES Data

2.84%
3.03%
3.23%
2.17%
2.01%
2.31%
1.80%
3.08%
3.77%
4.40%
2.16%
3.21%
2.23%
2.95%
3.60%
2.13%
1.82%
3.23%
2.22%
2.37%
2.80%
2.95%
2.78%
3.42%
3.30%
0.00% to 1.82%
1.825% to 2.82%
2.82% to 3.82%
3.82% to 7.11%

T1.2 Number of Community Colleges (1) by State: 1994

STATE	ACCREDITED	CANDIDATES FOR ACCREDITATION	UNIVERSITY SYSTEMS/ COLLEGES	TOTAL
ALABAMA	27			27
ALASKA	1		1	2
ARIZONA	18			18
ARKANSAS	12	5	2	19
CALIFORNIA	124			124
COLORADO	15			15
CONNECTICUT	15	1		16
DELAWARE	1			1
DISTRICT OF COLUMBIA	0			0
FLORIDA	31	1		32
GEORGIA	30			30
HAWAII	8			8
IDAHO	4		1	5
ILLINOIS	52			52
INDIANA	17		1	18
IOWA	18			18
KANSAS	22		1	23
KENTUCKY	17		1	18
LOUISIANA	6			6
MAINE	7		2	9
MARYLAND	17	2		19
MASSACHUSETTS	27			27
MICHIGAN	32			32
MINNESOTA	19	9		28
MISSISSIPPI	18			18
MISSOURI	16		1	17
MONTANA	14	1		15
NEBRASKA	7		1	8
NEVADA	4			4
NEW HAMPSHIRE	11			11
NEW JERSEY	21			21
NEW MEXICO	13		2	15
NEW YORK	51	1	1	53
NORTH CAROLINA	63			63
NORTH DAKOTA	10			10
OHIO	31		9	40
OKLAHOMA	17		2	19
OREGON	13			13
PENNSYLVANIA	23		1	24
RHODE ISLAND	2			2
SOUTH CAROLINA	18		1	19
SOUTH DAKOTA	6			6
TENNESSEE	18			18
TEXAS	67	1		68
UTAH	6	1		7
VERMONT	5			5
VIRGINIA	26	1		27
WASHINGTON	29			29
WEST VIRGINIA	3		5	8
WISCONSIN	18		1	19
WYOMING	7			7
TOTAL	1037	23	33	1093

Source: Membership Directories and Unpublished AACC Data

(1) Based on the AACC definition of Community College See definition on page vii

T1.3 Estimated Percentage of State Populations Aged 18 and Over Attending Community Colleges: 1992

STATE	POPULATION AGED 18 AND OVER	FALL HEADCOUNT ENROLLMENT	% OF POPULATION SERVED
ALABAMA	2,950,586	82,120	2.78%
ALASKA	378,355	945	0.25%
ARIZONA	2,686,445	159,681	5.94%
ARKANSAS	1,729,457	20,609	1.19%
CALIFORNIA	22,020,542	1,246,627	5.66%
COLORADO	2,434,408	83,476	3.43%
CONNECTICUT	2,537,333	47,328	1.87%
DELAWARE	503,161	11,241	2.23%
FLORIDA	10,073,426	332,560	3.30%
GEORGIA	4,747,566	86,687	1.83%
HAWAII	828,004	26,324	3.18%
IDAHO	698,912	15,123	2.16%
ILLINOIS	8,482,781	373,595	4.40%
INDIANA	4,086,634	44,155	1.08%
IOWA	2,057,411	62,837	3.05%
KANSAS	1,815,572	65,355	3.60%
KENTUCKY	2,729,678	52,472	1.92%
LOUISIANA	2,990,696	28,504	0.95%
MAINE	918,628	8,928	0.97%
MARYLAND	3,619,246	116,142	3.21%
MASSACHUSETTS	4,665,040	93,662	2.01%
MICHIGAN	6,833,574	220,408	3.23%
MINNESOTA	3,207,190	91,191	2.84%
MISSISSIPPI	1,825,845	53,869	2.95%
MISSOURI	3,807,603	81,007	2.13%
MONTANA	576,278	6,500	1.13%
NEBRASKA	1,149,198	43,323	3.77%
NEVADA	937,054	32,629	3.48%
NEW HAMPSHIRE	830,129	13,117	1.58%
NEW JERSEY	5,931,524	142,160	2.40%
NEW MEXICO	1,068,630	44,405	4.16%
NEW YORK	1,3734,157	297,893	2.17%
NORTH CAROLINA	5,020,144	162,132	3.23%
NORTH DAKOTA	463,119	8,350	1.80%
OHIO	8,043,319	174,134	2.16%
OKLAHOMA	2,308,740	64,737	2.80%
OREGON	2,117,914	80,353	3.79%
PENNSYLVANIA	9,084,701	163,884	1.80%
RHODE ISLAND	777,459	17,986	2.31%
SOUTH CAROLINA	2,564,655	60,830	2.37%
SOUTH DAKOTA	497,059	340	0.07%
TENNESSEE	3,661,529	81,203	2.22%
TEXAS	12,151,158	415,461	3.42%
UTAH	1,094,922	35,711	3.26%
VERMONT	419,178	5,708	1.36%
VIRGINIA	4,683,031	138,171	2.95%
WASHINGTON	3,608,232	158,192	4.38%
WEST VIRGINIA	1,352,291	8,183	0.61%
WISCONSIN	3,601,035	109,198	3.03%
WYOMING	318,507	19,504	6.12%
TOTAL	185,121,329	5,723,244 (1)	3.09%

Source: Analysis of US Bureau of Census and NCES Data

(1) Total includes U.S. Service Schools

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Who's Coming to Community

24

CHAPTER

TWO

COLLEGES

SECTION 1

Student Enrollment

SECTION 2

Student Characteristics

SECTION 1

Student Enrollment

If there is anything typical about community college students, it is that they are atypical. No compartments can hold them. They come from all age groups, ethnicities and backgrounds.

But despite their diversity, sheer numbers make them formidable. Of the approximately 5.7 million students who attended community colleges in 1992, more than 5.4 million attended public two-year colleges. Comprising 37 percent of all 1992 higher education students in the United States, public community college students are the largest classification among higher education students.

The 1992 numbers indicated a 1.3 percent growth from the number of two-year college students in 1991. This continues the slowing of steady growth that started in the late 1980s. From 1988 to 1992, the number of community college students grew 17 percent. Recent trends, and projections through the year 2005, suggest that enrollment in higher education in general, and community colleges in particular, will remain stable because of increased participation of older students, women, and the increased rate of college attendance for recent high school graduates.

The enrollment size of community colleges varies widely. For example, in 1993 the Los Angeles Community College District, a public college, reported a fall headcount credit enrollment of 97,182. In the same year, John A. Gupton College, an independent college, reported a fall headcount credit enrollment of 32. The average public college enrollment for 1993 was around 3500 credit students.

From region to region, community colleges have generally shown steady growth between

1969 and 1989. The West, partly as result of California's financial woes, shows only slight growth. California accounts for nearly a quarter of the nation's enrolled community college students. Therefore, changes in its education and funding policies can cause big shifts in regional data. The state's imposition of budget caps in the early 1980s led to precipitous declines in enrollment. But the West still enrolls more students than any other region. The South, however, has shown the largest enrollment increases in recent years.

- **During the 1991-92 academic year, out of approximately 14 million students enrolled in postsecondary education in the United States 37 percent (5.5 million) were enrolled in public community colleges. Another 1 percent (240 thousand) were enrolled in independent community colleges.**

- **Community college enrollment in the South nearly tripled in the period from 1969 to 1989, while enrollment roughly doubled in the Southeast and West.**

- **Approximately 58,000 of the 5.7 million community college students were international students in 1992.**

- **Of the nearly 2.3 million 1992 first-time freshmen, approximately 50 percent attended a community college. This percentage has remained relatively constant over the past decade.**

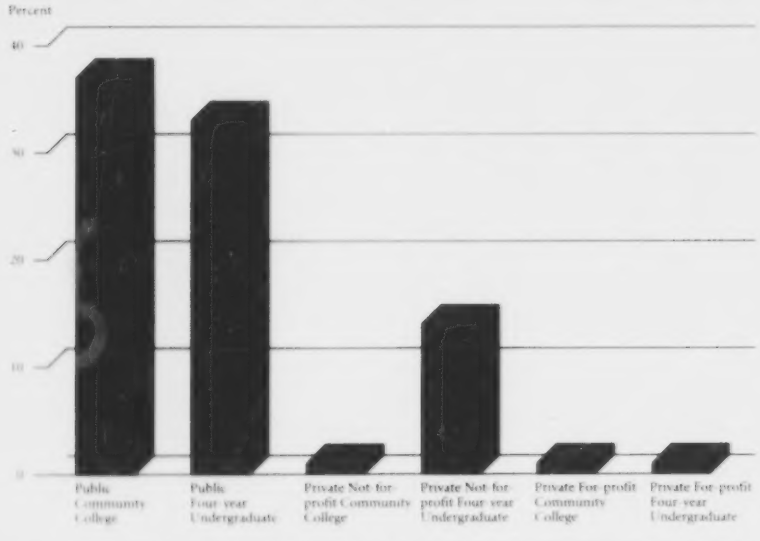
T2.1 Fall Headcount Enrollment in Higher Education by Type and Control of Institution: 1975 to 1992

	COMMUNITY COLLEGES			FOUR YEAR COLLEGES(1)			
YEAR	PUBLIC	INDEPENDENT	TOTAL	PUBLIC	INDEPENDENT	TOTAL	GRAND TOTAL
1975	3,836,366	133,753	3,970,119	4,998,142	2,216,598	7,214,740	11,184,859
1976	3,751,786	131,535	3,883,321	4,901,691	2,227,125	7,128,816	11,012,137
1977	3,901,769	141,173	4,042,942	4,945,224	2,297,621	7,242,845	11,285,787
1978	3,873,690	154,777	4,028,467	4,912,203	2,319,422	7,231,625	11,260,092
1979	4,056,810	159,856	4,216,666	4,980,012	2,373,221	7,353,233	11,569,899
1980	4,328,782	197,505	4,526,287	5,128,612	2,441,996	7,570,608	12,096,895
1981	4,480,708	235,503	4,716,211	5,166,324	2,489,137	7,655,461	12,371,672
1982	4,519,653	252,053	4,771,706	5,176,434	2,477,640	7,654,074	12,425,780
1983	4,459,330	264,136	4,723,466	5,223,404	2,517,791	7,741,195	12,464,661
1984	4,279,097	251,676	4,530,773	5,198,273	2,512,894	7,711,167	12,241,940
1985	4,269,733	261,344	4,531,077	5,209,540	2,506,438	7,715,978	12,247,055
1986	4,413,691	265,857	4,679,548	5,300,202	2,523,761	7,823,963	12,503,511
1987	4,341,054	235,168	4,776,222	5,432,200	2,558,220	7,990,420	12,766,642
1988	4,615,487	259,668	4,875,155	5,545,901	2,634,281	8,180,182	13,055,337
1989	4,883,660	267,229	5,150,889	5,694,303	2,693,368	8,387,671	13,538,560
1990	4,996,475	243,608	5,240,083	5,848,242	2,730,312	8,578,554	13,818,637
1991	5,404,815	247,085	5,651,900	5,904,748	2,802,305	8,707,053	14,358,953
1992	5,485,512	237,732	5,723,244	5,902,213	2,865,769	8,767,982	14,491,226

Source: Digest of Education Statistics, 1994

(1) Includes undergraduate and graduate students

C2.1 Percent of Fall Headcount Enrollment in Selected Sectors of Higher Education: 1991–92



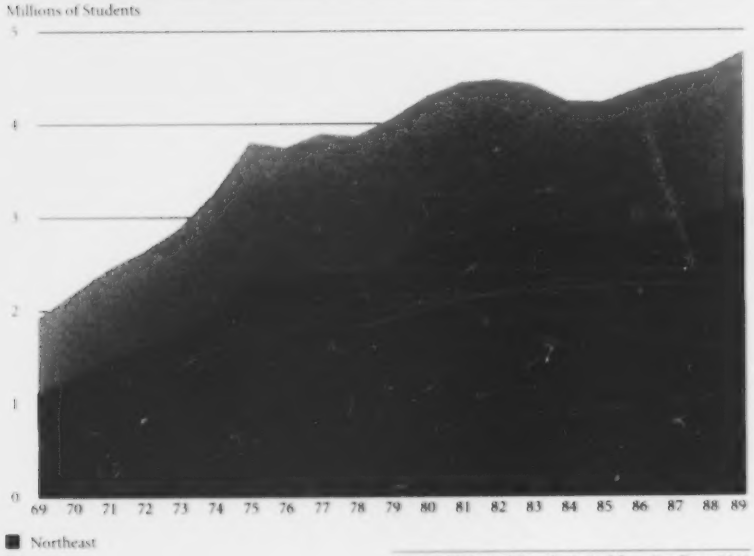
Source: National Center of Education Statistics, Fall Enrollment Survey, 1991

T2.2 Fall Headcount Enrollment in Public Community Colleges by Region: 1969 to 1989

	REGION			
YEAR	NORTHEAST	SOUTH	MIDWEST	WEST
1969	311,743	411,144	395,872	815,578
1970	359,491	465,835	451,414	918,507
1971	407,066	527,431	519,637	1,003,185
1972	434,641	597,015	557,438	1,051,845
1973	467,096	656,123	602,582	1,163,820
1974	512,676	769,659	677,617	1,313,313
1975	577,043	949,175	792,915	1,497,276
1976	541,456	922,707	799,181	1,488,442
1977	545,370	978,517	831,897	1,545,985
1978	554,790	999,754	835,046	1,484,100
1979	574,440	1,034,238	876,046	1,572,086
1980	602,887	1,091,954	949,449	1,653,382
1981	615,184	1,139,819	978,212	1,712,856
1982	637,709	1,196,553	1,025,630	1,629,360
1983	644,722	1,222,576	1,026,765	1,532,212
1984	613,616	1,193,800	986,944	1,451,602
1985	602,892	1,196,783	996,632	1,430,214
1986	581,510	1,232,762	1,015,859	1,548,943
1987	561,610	1,308,299	1,024,337	1,614,490
1988	585,849	1,355,489	1,049,756	1,598,039
1989	615,306	1,463,269	1,103,087	1,602,072

Source: Historical Trends: State Education Facts 1969 to 1989, 1993

C2.2 Fall Headcount Enrollment in Public Community Colleges by Region: 1969 to 1989



Source: Historical Trends: State Education Facts 1969 to 1989, 1993

Community College enrollment in the South nearly tripled in the period from 1969 to 1989, while enrollment roughly doubled in the Southeast and West.

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T2.3 Community Colleges Serving Selected Ethnic/Racial Populations: 1993

TYPE OF COLLEGE	NUMBER OF INSTITUTIONS	NUMBER ENROLLED
HISTORICALLY BLACK COLLEGES (1)	17	39,417
TRIBALLY CONTROLLED COLLEGES (2)	24	12,957
HISPANIC SERVING COLLEGES (3)	63	415,200
TOTAL	104	467,574

Source: AACC Fall Survey, 1993

(1) Accredited institutions of higher education established prior to 1964 with the principal mission of educating Black Americans

(2) Federally funded colleges controlled by Native American tribes

(3) Institutions that have 25 percent or more Hispanic enrollment

T2.4 Community Colleges with the Largest International Student Enrollment: 1992-93

COLLEGE	NUMBER OF STUDENTS
SANTA MONICA COLLEGE (CA)	2,111
MIAMI DADE COMMUNITY COLLEGE (FL)	1,654
MONTGOMERY COLLEGE (MD)	1,400
EDMUNDS COMMUNITY COLLEGE (WA)	1,000
LAGUARDIA COMMUNITY COLLEGE (NY)	940
TOTAL INTERNATIONAL STUDENT ENROLLMENT IN U.S. COMMUNITY COLLEGES	58,000

Source: Institute of International Education, 1993

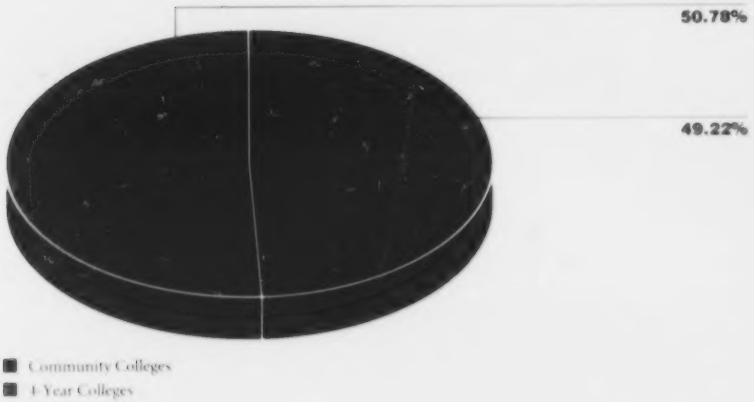
Of the nearly 2.3 million 1992 first-time freshmen, approximately 50 percent attended a community college. This percentage has remained relatively constant over the past decade.

T2.5 First-Time Freshmen Fall Headcount Enrollment by Type and Control of Institution: 1980 to 1992 (in thousands)

	COMMUNITY COLLEGES			4-YEAR COLLEGES			
YEAR	PUBLIC	INDEPENDENT	TOTAL	PUBLIC	INDEPENDENT	TOTAL	PERCENTAGE IN COMMUNITY COLLEGE
1980	1,314	91	**1,405**	765	418	**1,183**	**54.3%**
1981	1,318	104	**1,422**	754	419	**1,173**	**54.8%**
1982	1,254	116	**1,370**	731	404	**1,135**	**54.7%**
1983	1,190	122	**1,312**	728	404	**1,132**	**53.7%**
1984	1,130	110	**1,240**	714	403	**1,117**	**52.6%**
1985	1,060	116	**1,176**	717	399	**1,116**	**51.3%**
1986	991	117	**1,108**	720	392	**1,112**	**49.9%**
1987	980	104	**1,084**	758	405	**1,163**	**48.2%**
1988	1,049	121	**1,170**	783	426	**1,209**	**49.2%**
1989	1,049	116	**1,165**	762	414	**1,176**	**49.8%**
1990	1,041	88	**1,129**	727	400	**1,127**	**50.0%**
1991	1,070	97	**1,167**	718	393	**1,111**	**51.2%**
1992	989	87	**1,076**	703	407	**1,110**	**49.2%**

Source: Digest of Education Statistics, 1994

C2.3 First-Time Freshmen by Type of Institution: 1992



Source: Digest of Education Statistics, 1994

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SECTION 2

Student Characteristics

While statistical trends show subtle differences between sectors of higher education, community colleges are most strongly characterized by the profile of their students. Community colleges, through their philosophy of open access and admission, serve populations that otherwise might not have the opportunity to continue their education. Groups traditionally called "underserved" are well served by community colleges. About 47 percent of all minorities enrolled in college attended community colleges. Of 14.5 million students in higher education, 1.5 million are minority-group students attending community colleges.

The mix of students varies from state to state, even community to community. But every ethnic group is represented at community colleges. Ethnic and racial minority group members make up more than 26 percent of all community college students. About 11 percent of all community college students are black; about 10 percent are of Hispanic origin; 5 percent are of Asian or Pacific island descent; and 1 percent are native Americans, Eskimos, and Aleutians.

America's National Education Goals, set forth by law in 1994, include an emphasis on life-long learning, which has long been a goal addressed by community colleges. The average age of a community college student is approximately 29. College students under the age of 22 still make up about a third of community college students, but students 30 years and older make up a third of community college students, bringing

important life experiences to the classroom.

Because community college students are more likely to be older and from less affluent backgrounds than traditional college students, many attend college part-time while maintaining jobs. Many older students not only support themselves, but also their families. Most community college students work, and many are full-time workers in addition to being students. Older students are more likely to be full-time workers than are younger students. Fifty-seven percent of students between the age of 25 and 34 work full-time, as do 54 percent of students aged 35 and older. Full-time students are less likely to work full-time. However, 12.5 percent of full-time community college students make the Herculean effort of working full-time as well.

Finally, community colleges serve disabled students. More than half of higher education students who report a disability attend a public community college. While more than a third of the community college students who report a disability report learning disabilities, student disabilities range from mobility or orthopedic impediments (21 percent) to deafness (7 percent) to visual impairment (5 percent) to developmental disabilities (7 percent).

- **Women represented fifty-eight percent of the 1992 fall headcount enrollment at community colleges.**
- **Forty-seven percent of minorities enrolled in higher education in 1992 attended community colleges.**
- **Twenty-seven percent or 1.50 million of 5.7 million community college students were members of ethnic or minority groups in 1992.**
- **Minority student enrollment at community colleges grew at a much faster rate than non-minority student enrollment between 1976 and 1992, increasing from 20 percent to 27 percent of the community college population.**
- **The percentage of Hispanic students and the percentage of Asian and Pacific Islander students increased dramatically between 1976 and 1992 (4.6 percent to 7.6 percent and 1.7 percent to 4.1 percent respectively) and increased their representational proportion within the minorities attending community colleges (27.6 percent to 36.3 percent and 10.4 percent to 19.3 percent respectively).**
- **The average age of a community college student was approximately 29 in 1992, and nearly a third reported their age over 30.**
- **Nearly two-thirds of public community college students attended part-time in 1992, while only one-third of independent community college students attended part-time.**
- **More than 65 percent of students attending community colleges were employed in 1993, 36 percent full-time and 29 percent part-time.**
- **In 1992, more than half of all students with a reported disability attended a community college, and 8 percent of students attending community colleges reported a disability.**

T2.6 Fall Headcount Enrollment in Community Colleges by Attendance Status and Control of Institution: 1980 to 1992

	PUBLIC				INDEPENDENT				ALL INSTITUTIONS	
YEAR	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	TOTAL ENROLLMENT	PERCENT PART-TIME	FULL-TIME ENROLLMENT	PART-TIME ENROLLMENT	TOTAL ENROLLMENT	PERCENT PART-TIME	TOTAL ENROLLMENT	PERCENT PART-TIME
1980	1,595,493	2,733,289	4,328,781	63.1%	158,302	39,203	197,505	19.8%	4,526,286	61.3%
1985	1,496,905	2,772,828	4,269,733	64.9%	193,702	67,642	261,344	25.9%	4,531,077	62.7%
1986	1,505,873	2,907,818	4,413,691	65.9%	190,388	75,469	265,857	28.4%	4,679,548	63.8%
1987	1,530,912	3,010,142	4,541,054	66.3%	177,757	57,411	235,168	24.4%	4,776,222	64.2%
1988	1,567,973	3,047,514	4,615,487	66.0%	175,619	84,049	259,668	32.4%	4,875,155	64.2%
1989	1,674,249	3,209,411	4,883,660	65.7%	181,452	85,777	267,229	32.1%	5,150,889	64.0%
1990	1,716,843	3,279,632	4,996,475	65.6%	167,119	76,489	243,608	31.4%	5,240,083	64.0%
1991	1,885,607	3,519,208	5,404,815	65.1%	188,923	58,162	247,085	23.5%	5,651,900	63.3%
1992	1,917,716	3,567,796	5,485,512	65.0%	164,390	73,342	237,732	30.9%	5,723,244	63.6%
					PERCENTAGE CHANGE					
1980 to 1992	20.2%	30.5%	26.7%	3.0%	3.8%	87.1%	20.4%	55.4%	26.4%	3.9%
1987 to 1992	25.3%	18.5%	20.8%	-1.9%	-7.5%	27.7%	1.1%	26.4%	19.8%	-0.9%

Source: Digest of Education Statistics, 1994

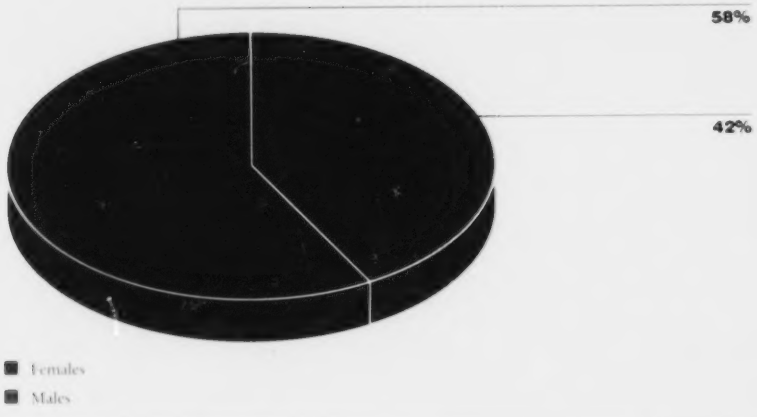
Women represented fifty-eight percent of the 1992 fall headcount enrollment at community colleges.

T2.7 Fall Headcount Enrollment in Community Colleges by Attendance Status and Sex, 1970 to 1992

	MALES			FEMALES			% PART-TIME
YEAR	FULL-TIME	PART-TIME	% PART-TIME	FULL-TIME	PART-TIME	% PART-TIME	TOTAL
1970	771,299	589,439	43.3%	457,612	476,808	51.0%	46.5%
1975	1,035,561	1,107,680	51.7%	725,517	1,066,065	59.5%	55.2%
1980	879,716	1,152,268	56.7%	874,079	1,581,021	64.4%	60.9%
1985	826,308	1,138,011	57.9%	864,299	1,634,817	65.4%	62.1%
1987	820,167	1,224,730	59.9%	888,502	1,785,412	66.8%	63.8%
1990	881,392	1,317,730	59.9%	1,002,570	1,961,902	66.2%	63.5%
1991	961,397	1,440,513	60.0%	1,113,133	2,136,857	65.7%	63.3%
1992	952,686	1,461,071	60.5%	1,129,420	2,180,067	65.9%	63.6%
			PERCENTAGE CHANGE				
1970 to 1992	23.5%	147.9%	39.7%	146.8%	357.2%	29.1%	36.9%
1980 to 1992	8.3%	26.8%	6.7%	29.2%	37.9%	2.3%	4.4%
1987 to 1992	16.2%	19.3%	1.1%	27.1%	22.1%	-1.3%	-0.3%

Source: Digest of Education Statistics, 1994

C2.4 Fall Headcount Enrollment in Community Colleges by Sex: 1992



Source: Digest of Education Statistics, 1994

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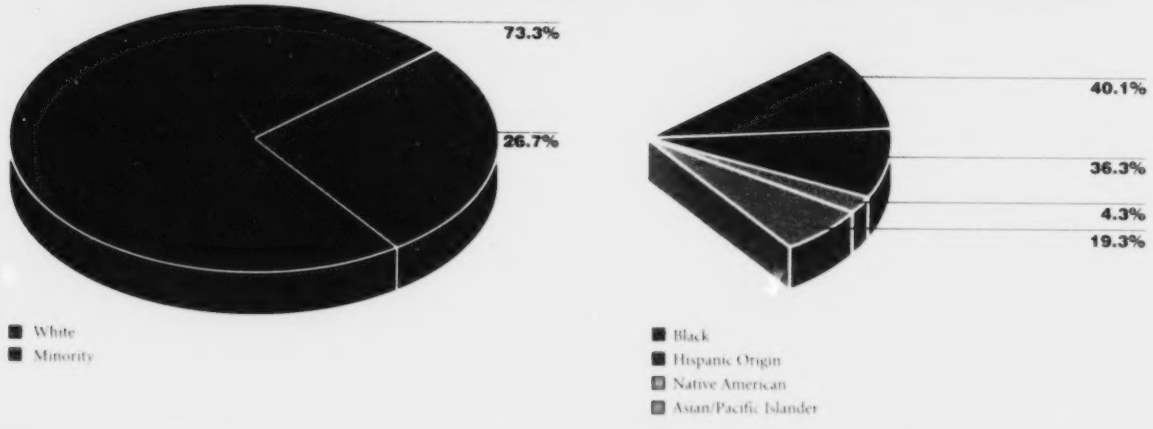
T2.8 Fall Headcount Enrollment in Community Colleges by Racial/Ethnic Background: 1976 and 1992

	1976			1992		
RACE/ETHNIC BACKGROUND	ENROLLMENT	PERCENTAGE OF COMMUNITY COLLEGE POPULATION	PERCENTAGE OF MINORITY STUDENTS	ENROLLMENT	PERCENTAGE OF COMMUNITY COLLEGE POPULATION	PERCENTAGE OF MINORITY STUDENTS
WHITE NON HISPANIC	3,077,100	80.20%	N/A	4,123,100	73.30%	N/A
TOTAL MINORITIES	760,900	19.80%	100.00%	1,499,700	26.70%	100.00%
BLACK	429,300	11.20%	56.40%	602,000	10.70%	40.10%
HISPANIC ORIGIN	210,200	5.50%	27.60%	544,500	9.70%	36.30%
ASIAN/PACIFIC ISLANDER	79,200	2.10%	10.40%	289,200	5.10%	19.30%
NATIVE AMERICAN, ESKIMO, OR ALEUTIAN	42,200	1.10%	5.50%	64,000	1.10%	4.30%
GRAND TOTAL (1)	3,838,000	100.00%	N/A	5,622,800	100.00%	N/A

Source: Digest of Education Statistics, 1994

(1) Does not include students whose race or ethnicity was unknown or unreported.

C2.5 Fall Headcount Enrollment in Community Colleges by Racial/Ethnic Background: 1992



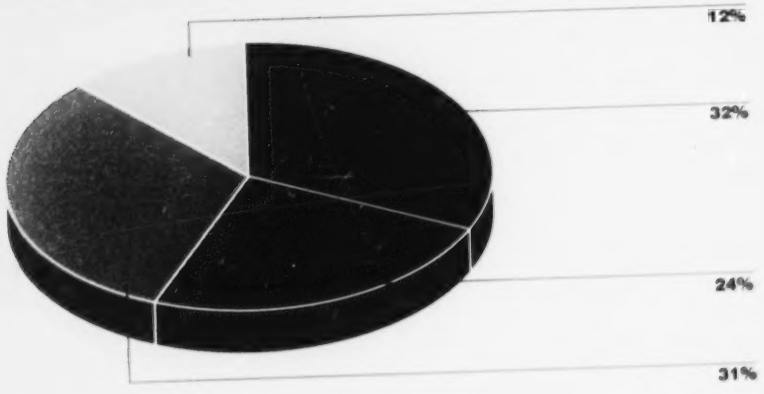
Source: Digest of Education Statistics, 1994

T2.9 Fall Headcount Enrollment in Community Colleges by Age: 1991

AGE	ENROLLMENT
21 OR YOUNGER	1,827,206
22–29	1,367,087
30 OR OVER	1,757,578
UNREPORTED	700,029

Source: Digest of Education Statistics, 1994

C2.6 Fall Headcount Enrollment in Community Colleges by Age: 1991



Source: Digest of Education Statistics, 1994

The average age of a community college student was approximately 29 in 1992, and nearly a third reported their age over 30.

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T2.10 Employment Status of Community College Students by Age and Attendance Status [in thousands]: 1993

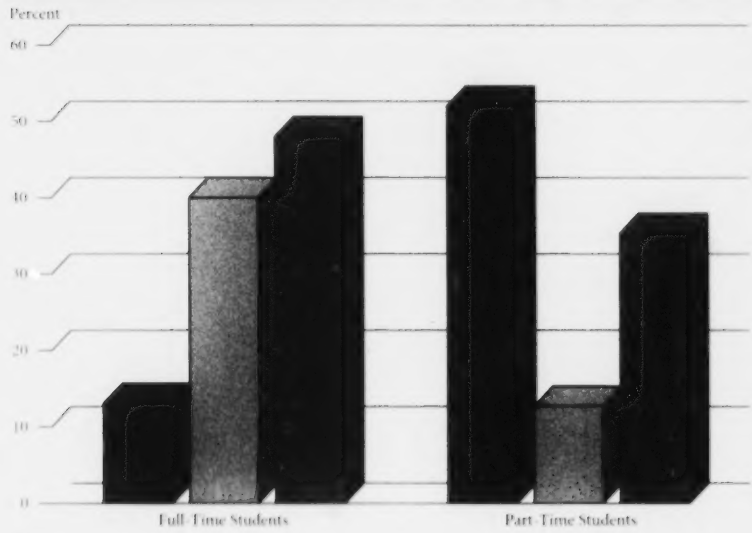
	ALL STUDENTS				
		EMPLOYED FULL-TIME		EMPLOYED PART-TIME	
AGE OF STUDENT	TOTAL (1)	STUDENTS	PERCENT	STUDENTS	PERCENT
ALL STUDENTS	4,239	1,574	37.10%	1,217	28.70%
15-19 YEARS OLD	1,084	145	13.40%	556	51.30%
20-24 YEARS OLD	1,370	431	31.50%	449	32.80%
25-34 YEARS OLD	988	567	57.40%	122	12.30%
35 YEARS OLD OR OLDER	797	431	54.10%	90	11.30%
	FULL-TIME STUDENTS				
		EMPLOYED FULL-TIME		EMPLOYED PART-TIME	
AGE OF STUDENT	TOTAL	STUDENTS	PERCENT	STUDENTS	PERCENT
ALL STUDENTS	2,205	276	12.50%	880	39.90%
15-19 YEARS OLD	897	74	8.20%	475	53.00%
20-24 YEARS OLD	815	114	14.00%	310	38.00%
25-34 YEARS OLD	305	52	17.00%	64	21.00%
35 YEARS OLD OR OLDER	188	35	18.60%	30	16.00%
	PART-TIME STUDENTS				
		EMPLOYED FULL-TIME		EMPLOYED PART-TIME	
AGE OF STUDENT	TOTAL	STUDENTS	PERCENT	STUDENTS	PERCENT
ALL STUDENTS	2,034	1,058	52.00%	259	12.70%
15-19 YEARS OLD	187	24	12.80%	33	17.60%
20-24 YEARS OLD	555	255	45.90%	98	17.70%
25-34 YEARS OLD	683	437	64.00%	89	13.00%
35 YEARS OLD OR OLDER	609	342	56.20%	70	11.50%

Source: U.S. Bureau of the Census, 1994

(1) Total enrollment based on U.S. Bureau of Census data. Differences in enrollment are due to differences in definition and data collection.

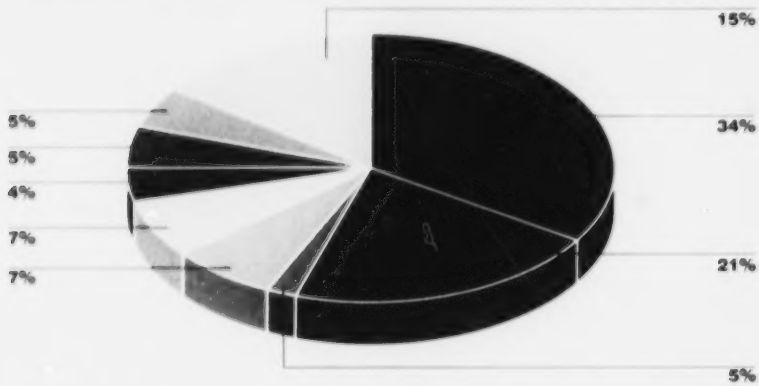
In 1992, more than half of all students with a reported disability attended a community college, and 8 percent of students attending community colleges reported a disability.

C2.7 Employment Status of Community College Students by Attendance Status: 1993



Source: U.S. Bureau of the Census, 1990

C2.8 Distribution of Reported Disabilities in Community Colleges: 1992



Source: Directory of Disability Support Services, 1994

The Community College Impact

40

CHAPTER

THREE

The Community College Impact

People attend community colleges for a variety of reasons. Although some students who enroll at community colleges intend to transfer to a senior institution to complete a baccalaureate or higher degree, other students come to prepare for job entry; advance their career or update job skills; strengthen basic skills such as reading, writing, and math; learn English as a Second Language; or fulfill personal interests.

The missions and goals of community colleges reflect needs of communities increasingly faced with a changing America. While the number of high school graduates continuing on to college and numbers of people receiving associate or baccalaureate degrees are increasing, there are also growing numbers of social and economic ghettos. In the 1992–93 academic year, close to 400,000 students dropped out of high school. While over 20 percent of white, non-Hispanic adults have less than a high school diploma, 50 percent of Hispanic adults and 36 percent of black adults have not graduated from high school. The growing need for remedial education, English as a Second Language, and workplace literacy programs should come as no surprise when considering these numbers.

Since people attending community colleges tend not to fit the traditional college student profile, their college goals differ somewhat from those traditional degree-oriented goals. Many community college students are the first member of their family to enroll in higher education. They tend to be older, have family and job responsibilities, and attend college on a part-time basis. Therefore, to measure success at community college by looking only at the number of associate degrees awarded would be to dilute the community colleges' tremendous impact. Success must also be evaluated through

less tangible indicators such as transfer success, student goal attainment and satisfaction, job placement rate, and employer satisfaction.

Community colleges provide a cost-effective, high-quality education relevant to the needs of an increasingly diverse student population. Most vocational-technical programs culminate in a degree or certificate. They are generally tied to the local economy and shaped by advisory committees composed of employers and/or employees in the vocations in which students expect to find employment. Some programs are shaped by state licensing requirements for those occupations. In recent years many colleges have established 2+2 programs designed to create a seamless stream of study in technical areas from the junior year of high school through the associate degree. Some colleges have added a third 2 (2+2+2) to this scheme to carry students through the baccalaureate.

The original transfer mission of the junior college, preparing students for a baccalaureate degree, is still active today. While many students earn an associate degree before transferring, a degree is not always a prerequisite for the transfer student. Approximately 24 percent of students who earn 12 or more credits at a community college transfer to a four-year institution within four years.

Finally, a wide range of noncredit courses falls in the category of life-long learning. Initiation for these courses may come from the community or the college, but each is designed to respond to a community educational need that is outside the college's standard credit curricula. They could include courses in furniture repair, the Battle of Gettysburg, or health care for the elderly.

- **More than 26 percent of the adult black population and more than 50 percent of the adult Hispanic population had less than a high school diploma as their highest level of educational attainment.**
- **In the United States in 1990, more than 6 percent of the adult population had associate degrees as their highest level of educational attainment.**
- **In 1990, slightly more than 10 percent of the adult U.S. population had no high school education and 14 percent had some high school education but no diploma. These percentages are significantly higher for blacks and Hispanics.**
- **In 1991, 62 percent of high school graduates entered postsecondary education directly from high school. Of that number, 36 percent attended community colleges.**
- **In 1992, 96 percent of community colleges provided workforce training programs for business and industry employers in their communities, including programs in workplace literacy and English as a Second Language.**
- **Nearly all community colleges offered education to underprepared students in the form of developmental education classes in 1992. Ninety percent offered developmental courses in either reading, writing, arithmetic or some combination thereof.**
- **One-tenth of workers receiving training in 1992 did so to supplement their literacy skills, and another 3 percent study English as a second language.**
- **In 1991-92, the most associate degrees were awarded in liberal arts (31 percent) followed by business management (19 percent), health professions (16 percent), and engineering and related technologies (7 percent).**
- **Females received 58 percent of the associate degrees awarded in 1991, and 65 percent of black degree recipients were female.**
- **Community college graduates of allied health fields are some of the most sought-after students, commanding relatively good incomes upon graduation (up to $60,000 annually), according to a 1994 AACC survey.**
- **The median annual salary for an associate degree was 24 percent more than for those who held only a high school degree in 1993.**
- **The average annual earnings of people with associate degrees in 1992 was almost $5,000 more than that of people with high school diplomas and almost $8,000 more than that of people without high school diplomas.**
- **In 1993, the earning power of the associate degree for males aged 25 to 34 is roughly $5,000 more than a high school diploma, and $10,000 more at the age of 55 to 64.**
- **While people with an associate degree in 1993 had greater earning power than those with a high school education, the difference is significantly greater for men than it is for women.**
- **In 1990, more than one-half of first-time freshmen at community colleges intended to obtain at least a baccalaureate degree, and 23 percent took at least one class at a four-year institution after receiving 12 or more credits at a community college.**

T3.1 Highest Level of Educational Attainment of U.S. Population Aged 24 or Over by Racial/Ethnic Background and Sex: 1990

	WHITE NON-HISPANIC				BLACK				AMERICAN INDIAN, ESKIMO, OR ALEUT			
LEVEL OF SCHOOL ATTAINMENT	MALE	FEMALE	TOTAL	% ATTAINED	MALE	FEMALE	TOTAL	% ATTAINED	MALE	FEMALE	TOTAL	% ATTAINED
NO HIGH SCHOOL	4,783,795	5,349,514	10,133,309	8.05%	1,085,420	1,064,567	2,149,987	12.93%	73,246	77,968	151,214	14.01%
SOME H.S. - NO DEGREE	7,394,021	8,834,508	16,228,529	12.89%	1,749,515	2,131,892	3,881,407	23.36%	103,760	117,140	220,900	20.46%
HIGH SCHOOL DEGREE	17,087,354	22,434,508	39,521,862	31.39%	2,121,573	2,559,021	4,680,594	28.15%	150,050	163,733	313,783	29.06%
SOME COLLEGE - NO DEGREE	11,697,534	12,587,768	24,285,302	19.29%	1,363,055	1,738,237	3,101,292	18.66%	105,659	118,641	224,300	20.78%
OCCUPATIONAL PROGRAM	1,893,963	2,392,632	4,286,595	3.40%	190,879	284,688	475,567	2.86%	19,355	21,071	40,426	3.74%
ACADEMIC PROGRAM	1,641,954	2,056,521	3,698,475	2.94%	170,698	239,853	410,551	2.47%	12,869	15,626	28,495	2.64%
ASSOCIATE DEGREE	3,535,917	4,449,153	7,985,070	6.34%	361,577	524,541	886,118	5.34%	32,224	36,697	68,921	6.38%
TOTAL ASSOCIATE/OCCUPATIONAL & ACADEMIC												
BACHELOR'S DEGREE	9,449,880	8,452,135	17,902,015	14.22%	544,083	717,007	1,261,090	7.59%	32,851	32,661	65,512	6.07%
MASTER'S DEGREE	3,404,604	3,039,111	6,443,715	5.12%	189,070	296,503	485,573	2.92%	12,561	11,565	24,126	2.23%
PROFESSIONAL DEGREE	1,665,789	711,806	2,377,595	1.89%	57,028	50,116	107,144	0.65%	3,971	3,104	7,075	0.66%
DOCTORATE DEGREE	771,748	249,503	1,021,251	0.81%	32,106	19,465	51,571	0.31%	2,596	1,194	3,790	0.35%
POPULATION TOTAL	59,790,642	66,108,006	125,898,648	100.00%	7,503,427	9,101,349	16,604,776	100.00%	516,918	562,703	1,079,621	100.00%

Source: Education in the United States, 1990

In 1990, slightly more than 10 percent of the adult population in the United States had no high school education and an additional 14 percent had some high school but no diploma. These percentages are significantly higher for

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ASIAN OR PACIFIC ISLANDER				HISPANIC ORIGIN				U.S. POPULATION			
MALE	FEMALE	TOTAL	% ATTAINED	MALE	FEMALE	TOTAL	% ATTAINED	MALE	FEMALE	TOTAL	% ATTAINED
199,455	358,439	[illegible]	[illegible]	1,695,222	1,750,690	[illegible]	[illegible]	7,793,921	8,708,290	16,[illegible]	[illegible]
176,196	235,312	[illegible]	[illegible]	102,884	1,085,425	[illegible]	[illegible]	10,481,130	12,360,377	22,[illegible]	[illegible]
334,508	464,698	[illegible]	[illegible]	1,144,346	1,275,286	[illegible]	[illegible]	20,792,157	26,850,606	47,[illegible]	[illegible]
317,895	316,915	[illegible]	[illegible]	808,424	794,048	[illegible]	[illegible]	14,259,662	15,520,115	29,[illegible]	[illegible]
81,004	88,196	169,200	3.92%	132,888	140,882	273,770	2.44%	2,312,330	2,920,672	5,233,002	3.29%
72,394	92,715	165,109	3.83%	128,636	140,303	268,939	2.40%	2,020,418	2,538,505	4,558,923	2.87%
153,398	180,911	334,309	7.75%	261,524	281,185	542,709	4.83%	4,332,748	5,459,177	9,791,925	6.16%
462,352	515,986	[illegible]	[illegible]	341,586	316,611	[illegible]	[illegible]	10,816,801	10,015,766	20,[illegible]	[illegible]
225,276	139,879	[illegible]	[illegible]	111,192	98,201	[illegible]	[illegible]	3,939,414	3,581,055	7,[illegible]	[illegible]
91,066	52,911	[illegible]	[illegible]	78,669	42,677	[illegible]	[illegible]	1,893,792	857,999	2,[illegible]	[illegible]
73,545	17,624	[illegible]	[illegible]	25,427	13,396	[illegible]	[illegible]	904,640	300,786	1,[illegible]	[illegible]
2,033,691	2,282,675	[illegible]	[illegible]	4,569,274	5,657,519	[illegible]	[illegible]	75,214,265	83,654,171	[illegible]	[illegible]

Black and Hispanics. More than 26 percent of the adult Black population and more than 50 percent of the adult Hispanic population has less than a high school diploma as their highest level of educational attainment.

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T3.2 Highest Level of Parental Education by Type and Control of Institution: 1989–90

FATHER'S EDUCATIONAL ATTAINMENT (IN PERCENTAGE)

INSTITUTION TYPE AND CONTROL	LESS THAN HIGH SCHOOL	HIGH SCHOOL OR EQUIVALENCY	TRADE SCHOOL	SOME COLLEGE	2 OR MORE YEARS COLLEGE	BACHELOR'S DEGREE	MASTER'S DEGREE	PHD OR PROFESSIONAL DEGREE	NO DATA AVAILABLE
PUBLIC COMMUNITY COLLEGE	14.12%	24.24%	2.46%	3.88%	6.37%	10.19%	4.49%	2.10%	32.15%
PRIVATE NOT FOR PROFIT COMMUNITY COLLEGE	8.65%	26.21%	2.11%	2.54%	4.92%	10.49%	6.12%	2.96%	36.01%
PRIVATE FOR PROFIT 2 OR MORE YEARS	13.68%	25.09%	2.20%	2.23%	3.19%	4.29%	2.46%	0.76%	46.10%
PUBLIC 4 YEAR, NO PHD	9.16%	25.70%	2.98%	3.74%	7.23%	13.68%	6.91%	2.79%	27.80%
PRIVATE NOT FOR PROFIT 4 YEAR, NO PHD	7.95%	22.54%	2.40%	3.18%	5.51%	13.45%	7.63%	5.06%	32.27%
PUBLIC 4 YEAR, PHD	6.12%	21.08%	2.69%	4.33%	7.48%	17.83%	9.18%	5.89%	25.40%
PRIVATE NOT FOR PROFIT, PHD	4.82%	15.68%	1.87%	2.35%	5.04%	17.73%	11.95%	11.62%	28.94%
TOTAL	10.73%	22.66%	2.48%	3.59%	6.13%	12.07%	6.04%	3.51%	32.83%

MOTHER'S EDUCATIONAL ATTAINMENT (IN PERCENTAGE)

INSTITUTION TYPE AND CONTROL	LESS THAN HIGH SCHOOL	HIGH SCHOOL OR EQUIVALENCY	TRADE SCHOOL	SOME COLLEGE	2 OR MORE YEARS COLLEGE	BACHELOR'S DEGREE	MASTER'S DEGREE	PHD OR PROFESSIONAL DEGREE	NO DATA AVAILABLE
PUBLIC COMMUNITY COLLEGE	11.99%	33.77%	3.61%	4.25%	7.25%	7.69%	2.61%	0.48%	28.35%
PRIVATE NOT FOR PROFIT COMMUNITY COLLEGE	7.66%	33.43%	5.59%	3.75%	5.83%	8.29%	4.00%	0.53%	30.90%
PRIVATE FOR PROFIT, 2 OR MORE YEARS	13.93%	30.43%	3.07%	2.64%	5.07%	3.01%	1.12%	0.22%	40.52%
PUBLIC 4 YEAR, NO PHD	8.39%	33.61%	4.23%	4.65%	8.66%	11.12%	4.15%	0.45%	24.73%
PRIVATE NOT FOR PROFIT 4 YEAR, NO PHD *	6.97%	29.19%	4.19%	4.00%	7.29%	11.76%	5.84%	0.88%	29.88%
PUBLIC 4 YEAR, PHD	5.18%	31.40%	4.09%	4.72%	9.22%	14.73%	6.43%	0.78%	23.45%
PRIVATE NOT FOR PROFIT, PHD	4.28%	23.46%	3.41%	3.44%	7.92%	19.14%	9.08%	2.25%	27.01%
TOTAL	9.48%	31.31%	3.71%	4.08%	7.44%	9.92%	4.01%	0.62%	29.44%

Source: 1989–90 NPSAS Data System

In 1992, 96 percent of community colleges provided workforce training programs for business and industry employers in their communities, including programs in workplace literacy and English as a Second Language.

T3.4 Remedial/Developmental Education in Community Colleges (1): 1983–84 and 1989–90

	YEAR	READING	WRITING	MATH	TOTAL
OFFER REMEDIAL EDUCATION	1989–90	82%	84%	84%	90%
	1983–84	80%	78%	82%	88%
FRESHMEN ENROLLED	1989–90	16%	20%	26%	—
	1983–84	19%	23%	28%	
USE PLACEMENT TESTS	1989–91	31%	33%	34%	—
OFFER INSTITUTIONAL CREDIT	1989–92	76%	78%	79%	—

Source: College-Level Remedial Education, 1991

(1) Sample of all two-year higher education institutions

T3.3 Community College Involvement in Workforce Training: 1991–92

PERCENT OF SCHOOLS OFFERING WORKFORCE TRAINING	96%
SUBJECT AREAS	PERCENT OF EMPLOYEES RECEIVING TRAINING
WORKPLACE LITERACY	9.80%
ENGLISH AS A SECOND LANGUAGE	5.30%
SUPERVISION/MANAGEMENT	14.90%
TOTAL QUALITY MANAGEMENT	7.70%
COMMUNICATION/INTERPERSONAL SKILLS	8.60%
COMPUTER RELATED	18.60%
STATISTICAL PROCESS CONTROL	4.90%
JOB SPECIFIC TECHNICAL TRAINING	20.20%
COURSES LEADING TO LICENSURE	5.30%
OTHER	5.30%

Source: Community College Workforce Training Programs, 1992

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T3.5 Degrees Conferred by Institutions of Higher Education by Level of Degree and State: 1991–92

	ASSOCIATE DEGREE			BACHELOR'S DEGREE			MASTER'S DEGREE			DOCTORATE		
STATE	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL
ALABAMA	16,686	797	17,483	16,835	2,793	19,628	5,131	413	5,544	373	1	374
ALASKA	663	90	753	1,000	114	1,114	322	45	367	13	0	13
ARIZONA	5,410	1,366	6,776	12,705	1,975	14,680	3,569	1,524	5,093	633	0	633
ARKANSAS	2,362	230	2,592	6,505	1,628	8,133	1,711	63	1,774	112	0	112
CALIFORNIA	47,420	5,588	53,008	83,368	24,095	107,463	18,519	17,707	36,226	2,557	2,152	4,709
COLORADO	4,385	1,916	6,301	15,938	2,776	18,714	4,248	1,407	5,655	577	130	707
CONNECTICUT	6,998	996	7,994	8,116	7,094	15,210	2,415	4,148	6,563	206	398	604
DELAWARE	938	214	1,152	3,497	624	4,121	641	216	857	167	0	167
DISTRICT OF COLUMBIA	225	174	399	500	7,706	8,206	200	5,247	5,447	0	473	473
FLORIDA	33,813	5,249	39,062	27,977	13,113	41,090	6,690	5,174	11,864	829	601	1,430
GEORGIA	6,353	2,127	8,480	17,314	6,179	23,493	5,570	1,452	7,022	669	211	880
HAWAII	2,049	417	2,466	2,767	1,054	3,821	932	267	1,199	140	5	145
IDAHO	1,025	2,218	3,243	3,215	314	3,529	800	121	921	76	0	76
ILLINOIS	23,760	2,516	26,276	30,962	22,301	53,263	9,573	12,101	21,674	1,357	1,224	2,581
INDIANA	4,152	1,618	5,770	21,162	9,608	30,770	5,059	1,591	6,650	1,014	100	1,114
IOWA	8,022	837	8,859	9,559	7,603	17,162	2,507	862	3,369	672	26	698
KANSAS	5,916	455	6,371	11,244	2,446	13,690	3,361	430	3,791	447	0	447
KENTUCKY	4,383	1,547	5,930	11,060	2,801	13,861	3,285	774	4,059	257	54	311
LOUISIANA	2,239	421	2,660	13,850	3,135	16,985	2,933	1,302	4,235	310	113	423
MAINE	1,531	940	2,471	3,475	2,303	5,778	736	154	890	51	0	51
MARYLAND	7,723	443	8,166	17,214	4,145	21,359	3,769	3,727	7,496	600	328	928
MASSACHUSETTS	8,715	4,719	13,434	14,591	30,460	45,051	3,233	16,507	19,740	476	1,780	2,256
MICHIGAN	20,126	2,982	23,108	35,359	9,430	44,789	12,818	1,556	14,374	1,488	61	1,549
MINNESOTA	8,160	1,023	9,183	15,981	8,472	24,453	3,357	1,496	4,853	651	33	684
MISSISSIPPI	4,937	494	5,431	8,490	1,564	10,054	2,197	350	2,547	288	14	302
MISSOURI	5,676	2,142	7,818	15,709	10,843	26,552	3,875	5,530	9,405	395	369	764
MONTANA	699	184	883	3,735	426	4,161	719	11	730	65	0	65
NEBRASKA	3,450	280	3,730	6,593	2,824	9,417	1,684	225	1,909	233	3	236
NEVADA	1,098	73	1,171	2,634	60	2,694	710	0	710	45	0	45
NEW HAMPSHIRE	1,883	1,060	2,943	3,677	3,753	7,430	717	1,384	2,101	37	42	79
NEW JERSEY	11,492	795	12,287	17,483	6,724	24,207	4,729	3,172	7,901	521	473	994
NEW MEXICO	2,532	342	2,874	5,168	333	5,501	1,984	240	2,224	229	0	229
NEW YORK	41,347	11,696	53,043	41,309	55,403	96,712	12,981	28,232	41,213	1,209	2,607	3,816
NORTH CAROLINA	10,794	1,071	11,865	21,320	9,506	30,826	5,103	1,541	6,644	691	232	923
NORTH DAKOTA	1,574	41	1,615	4,253	502	4,755	537	35	572	79	0	79
OHIO	16,278	3,311	19,589	33,606	16,951	50,557	9,879	4,280	14,159	1,475	302	1,777
OKLAHOMA	5,554	621	6,175	11,990	2,552	14,542	3,187	1,080	4,267	360	38	398
OREGON	4,562	267	4,829	9,865	3,510	13,375	2,944	974	3,918	457	54	511
PENNSYLVANIA	11,850	9,082	20,932	32,363	31,941	64,304	7,685	9,214	16,899	1,220	981	2,201
RHODE ISLAND	1,402	2,641	4,043	3,434	5,815	9,249	1,029	1,009	2,038	106	135	241
SOUTH CAROLINA	5,360	831	6,191	10,950	3,269	14,219	3,512	399	3,911	355	19	374
SOUTH DAKOTA	401	397	798	3,193	882	4,075	720	65	785	58	2	60
TENNESSEE	4,948	1,713	6,661	12,542	6,597	19,139	3,457	1,489	4,946	490	251	741
TEXAS	20,887	2,169	23,056	50,974	13,339	64,313	14,973	4,776	19,749	2,098	383	2,481
UTAH	4,058	498	4,556	6,390	5,626	12,016	1,450	1,100	2,550	280	98	378
VERMONT	605	712	1,317	2,437	2,084	4,521	399	657	1,056	47	0	47
VIRGINIA	8,294	1,441	9,735	22,911	7,409	30,320	6,819	1,520	8,339	933	30	963
WASHINGTON	14,843	1,593	16,436	14,828	4,909	19,737	3,502	2,586	6,088	547	47	594
WEST VIRGINIA	2,100	703	2,803	7,063	1,128	8,191	1,805	107	1,912	116	0	116
WISCONSIN	8,935	687	9,622	20,583	6,959	27,542	5,072	1,180	6,252	761	69	830
WYOMING	1,652	239	1,891	1,781	0	1,781	350	0	350	50	0	50
TOTAL	420,265	83,966	504,231	759,475	377,078	1,136,553	203,398	148,440	351,838	26,820	13,839	40,659

Source: Awards and Other Degrees, 1994

T3.6 Associate Degrees Conferred by Major Field of Study, All Institutions of Higher Education: 1991–92

	PUBLIC	PRIVATE	TOTAL
AGRICULTURAL BUSINESS AND PRODUCTION	2,944	102	3,046
AGRICULTURAL SCIENCES	839	112	951
CONSERVATION & RENEW. NATURAL RESOURCES	1,184	70	1,254
ARCHITECTURAL AND RELATED PROGRAMS	376	67	443
AREA, ETHNIC AND CULTURAL STUDIES	27	2	29
MARKETING OPERS./MARKET. & DISTRIBUTION	5,749	2,716	8,465
COMMUNICATIONS	1,403	483	1,886
COMMUNICATIONS TECHNOLOGIES	1,349	445	1,794
COMPUTER AND INFORMATION SCIENCES	6,933	2,357	9,290
PERSONAL AND MISCELLANEOUS SERVICES	1,434	2,986	4,420
EDUCATION	9,095	1,172	10,267
ENGINEERING	2,209	476	2,685
ENGINEERING RELATED TECHNOLOGIES	23,998	11,863	35,861
FOREIGN LANGUAGES AND LITERATURE	250	183	433
HOME ECONOMICS	495	94	589
VOCATIONAL HOME ECONOMICS	5,605	242	5,847
LAW AND LEGAL STUDIES	4,879	2,174	7,053
ENGLISH LANGUAGE & LITERATURE/LETTERS	953	66	1,019
LIBERAL/GENERAL STUDIES & HUMANITIES	143,139	11,455	154,594
LIBRARY SCIENCE	97	6	103
BIOLOGICAL SCIENCES/LIFE SCIENCES	1,287	74	1,361
MATHEMATICAL	719	25	744
MILITARY TECHNOLOGIES	55	117	172
MULTI/INTERDISCIPLINARY STUDIES	7,720	121	7,841
PARKS, RECREATION, LEISURE & FITNESS	529	91	620
PHILOSOPHY & RELIGION	32	28	60
THEOLOGICAL STUDIES/RELIGIOUS VOCATIONS	0	496	496
PHYSICAL SCIENCES	1,198	30	1,228
SCIENCE TECHNOLOGIES	771	67	838
PSYCHOLOGY	1,084	125	1,209
PROTECTIVE SERVICES	14,677	440	15,117
PUBLIC ADMINISTRATION AND SERVICES	2,722	440	3,162
SOCIAL SCIENCES AND HISTORY	2,824	336	3,160
CONSTRUCTION TRADES	1,276	284	1,560
MECHANICS AND REPAIRERS	9,086	1,178	10,264
PRECISION PRODUCTION TRADES	6,417	2,588	9,005
TRANSPORTATION & MATERIAL MOVING WORKERS	2,068	350	2,418
VISUAL AND PERFORMING ARTS	6,153	5,735	11,888
HEALTH PROFESSIONS & RELATED SCIENCES	71,008	8,445	79,453
BUSINESS MANAGEMENT & ADMIN. SERVICES	72,677	21,085	93,762
UNDESIGNATED FIELDS	5,004	4,840	9,844
TOTAL—ALL FIELDS	420,265	83,966	504,231

Source: Degrees and Other Awards, 1994

In 1991–92, the most associate degrees were awarded in liberal arts (31 percent) followed by business management (19 percent), health professions (16 percent), and engineering and related technologies (7 percent).

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T3.7 Associate Degrees Conferred by Race/Ethnicity, All Institutions of Higher Education: 1991–92 (1)

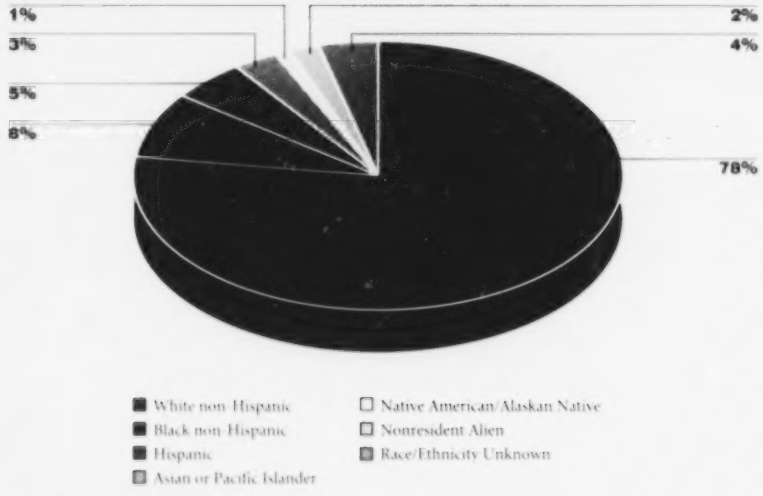
RACE/ETHNICITY	MALE	FEMALE	TOTAL
WHITE NON-HISPANIC	155,557	232,481	388,038
BLACK NON-HISPANIC	13,559	25,114	38,673
HISPANIC	10,890	15,228	26,118
ASIAN OR PACIFIC ISLANDER	6,897	8,261	15,158
NATIVE AMERICAN/ALASKAN NATIVE	1,420	2,453	3,873
NONRESIDENT ALIEN	3,418	4,571	7,989
RACE/ETHNICITY UNKNOWN	13,078	6,536	19,614
TOTAL MINORITY	32,766	51,056	83,822
GRAND TOTAL (2)	207,481	296,750	504,231

Source: Degrees and Other Awards, 1994

(1) Includes four-year institutions

(2) Grand total includes 4,768 associate degree recipients whose race or ethnicity was not reported

C3.1 Associate Degrees Conferred by Race/Ethnicity: 1991–92



Source: Degrees and Other Awards, 1994

T3.8 Most Frequent Degrees Conferred for International Students in U.S. Community Colleges: 1992–93

FIELD OF STUDY	NUMBER OF DEGREES
LIBERAL ARTS/GENERAL STUDIES	2,595
BUSINESS/MANAGEMENT	1,640
ENGINEERING TECHNOLOGIES	602

Source: Institute of International Education, 1994

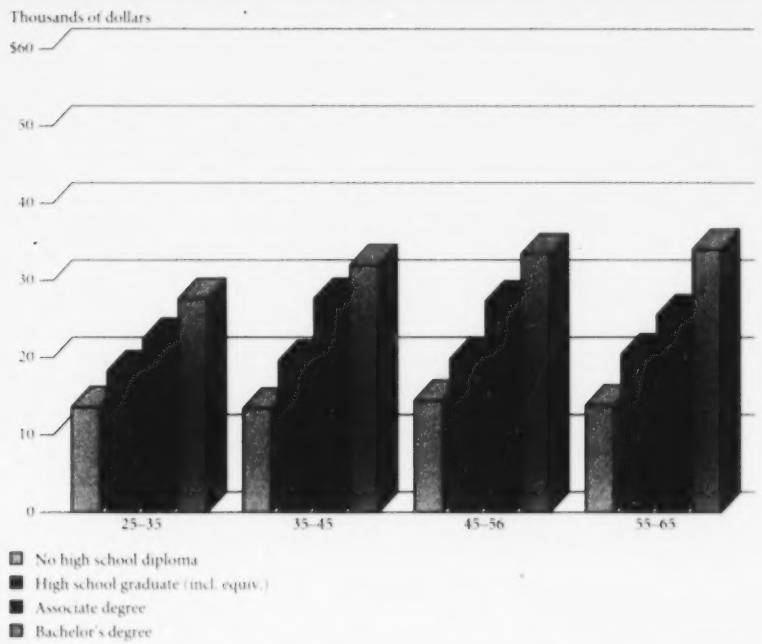
Community college graduates of allied health fields are some of the most sought-after students, commanding relatively good incomes upon graduation (up to $60,000 annually), according to a 1994 AACC survey.

T3.9 Community College Degree Programs with Excellent Job Prospects, College Reported Survey of Credit Programs Where Student Prospects Are Exceptional, 1994

PROGRAM NAME	NUMBER OF PROGRAMS	NUMBER OF STUDENTS SERVED	AVERAGE SALARY	SALARY RANGE
ACCOUNTING	9	953	$19,250	$14,000–$28,000
AGRI BUSINESS	10	355	$19,167	$15,000–$25,000
ALLIED HEALTH (MULTI SKILLED WORKERS IN HEALTH CARE)	38	5,057	$17,406	$13,000–$35,000
ARCHITECTURAL TECHNOLOGIES	2	1,618	$18,965	$16,930–$21,000
AUTOMOTIVE	42	4,484	$20,597	$14,400–$30,000
AVIATION/PILOT PROGRAM	5	584	$21,667	$15,000–$27,000
AVIATION MAINTENANCE	4	239	$25,108	$17,430–$32,000
BIOMEDICAL TECHNOLOGIES	10	420	$23,861	$14,000–$29,000
BUSINESS ADMINISTRATION AND RELATED PROGRAMS	12	563	$15,150	$14,000–$18,000
CARDIOVASCULAR TECH./CARDIAC TELEMETRY TECH.	3	68	$19,587	$17,000–$22,000
CHEMICAL TECHNOLOGIES	1	14	$17,000	$17,000
COMPUTER ASSISTED DESIGN (CAD)	34	4,130	$20,794	$13,000–$30,000
COMPUTER APPLICATIONS	9	660	$18,275	$12,200–$23,000
COMPUTER TECHNOLOGIES/COMPUTER INFORMATION SYSTEMS	51	22,947	$20,862	$14,000–$31,000
CULINARY ARTS	16	2,148	$19,368	$16,000–$25,000
DENTAL HYGIENE	27	886	$29,560	$18,000–$60,000
INTERPRETER	6	576	$24,000	$14,000–$31,000
DRAFTING & DESIGN	11	617	$18,285	$15,000–$24,000
EARLY CHILDHOOD DEVELOPMENT	15	2,753	$15,058	$10,100–$23,000
ELECTRONICS TECH./ELECTRONIC ENGINEERING TECH.	44	2,951	$21,904	$14,000–$30,000
EMERGENCY MEDICAL SERVICES/TECHNICIAN	13	1,677	$21,999	$16,000–$27,000
CIVIL/MECHANICAL ENGINEERING	7	391	$22,739	$16,000–$27,000
ENVIRONMENTAL TECHNOLOGIES	12	748	$20,936	$13,000–$26,000
FASHION MERCHANDISING	4	1,176	$18,913	$16,000–$23,650
FIRE SCIENCE	4	1,076	$22,750	$19,000–$25,000
GRAPHICS ARTS	10	1,518	$19,944	$14,000–$25,000
HOSPITALITY MANAGEMENT/TOURISM	10	1,492	$21,100	$16,000–$26,000
HAZARDOUS WASTE TECHNOLOGIES	3	314	$23,667	$20,000–$26,000
INDUSTRIAL MAINTENANCE/REPAIR	12	696	$21,340	$17,000–$26,000
INDUSTRIAL TECHNOLOGIES	1	11	$24,000	$24,000
INSTRUMENTATION	5	189	$22,600	$20,000–$26,000
LAW ENFORCEMENT (CRIMINAL JUSTICE) HUMAN SERVICE	23	4,244	$20,550	$13,500–$25,000
LICENSED PRACTICAL NURSING	57	4,587	$19,287	$12,000–$25,000
MACHINIST/MACHINE TOOL TECHNICIAN	19	708	$20,810	$16,000–$26,000
MANUFACTURING PROCESS TECHNOLOGIES	6	676	$24,940	$18,700–$30,000
MEDICAL LAB TECHNICIAN	16	546	$19,750	$14,000–$27,000
MENTAL HEALTH SERVICES	2	134	$20,250	$19,500–$21,000
MULTIMEDIA TECHNICIAN	5	198	$18,500	$15,000–$21,000
NUCLEAR MEDICINE TECHNICIAN	4	71	$26,625	$24,000–$31,500
NURSING	167	21,302	$26,522	$16,000–$40,000
OCCUPATIONAL THERAPIST ASSISTANT	23	1,222	$22,970	$15,000–$30,000
PARALEGAL	21	3,812	$21,322	$15,000–$28,000
PHYSICAL THERAPY ASSISTANT	48	2,033	$25,699	$18,000–$43,000
QUALITY TECHNOLOGIES	5	187	$15,250	$21,000–$27,000
RADIOLOGICAL TECHNICIAN	33	1,458	$22,901	$18,000–$31,200
REFRIGERATION/A/C/HEATING TECHNICIAN	15	692	$19,818	$14,616–$35,000
RESPIRATORY THERAPY	28	1,077	$24,986	$21,000–$32,100
ROBOTICS—AUTOMATED MANUFACTURING TECHNOLOGIES	6	569	$25,033	$24,000–$30,000
SPECIAL SERVICES (DRUG/ALCOHOL, JOB COUNSELING)	5	1,003	$19,920	$19,000–$20,600
SUPERVISOR, LEADERSHIP TRAINING, ADMIN. OFFICE	28	6,552	$16,866	$11,000–$26,000
SURVEYING	2	89	$25,000	$25,000
TELECOMMUNICATIONS/INTERACTIVE, INFORMATION SPECIALISTS	4	271	$21,000	$18,000–$25,000
TRACTOR/TRAILER/TRUCK DRIVING	5	619	$23,000	$21,000–$26,000
VETERINARY TECHNICIAN	6	557	$16,258	$15,000–$20,000
WELDING CERTIFICATE	13	481	$18,778	$15,000–$26,000
TOTAL	971	114,399	$21,183	$10,100–$60,000

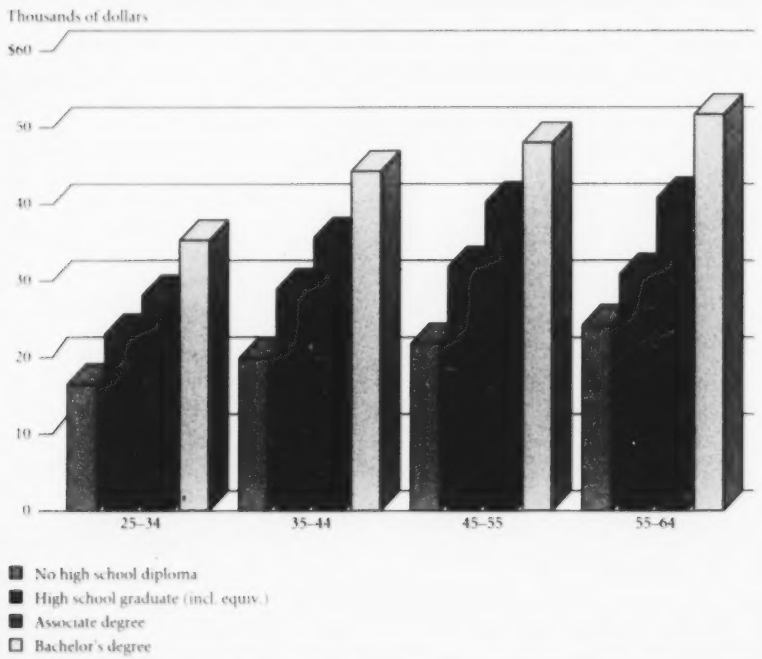
Source: AACC Survey, 1994

C3.2a Median Income for Female Year-Round, Full-Time Employees by Educational Attainment and Age: 1993



Source: Educational Attainment in the United States, 1994

C3.2b Median Income for Male Year-Round, Full-Time Employees by Educational Attainment and Age: 1993



Source: Educational Attainment in the United States, 1994

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T3.10 Median Income for Year-Round, Full-Time Employees by Educational Attainment and Age: 1993

	MALE				FEMALE			
AGE	25–34	35–44	45–55	55–64	25–35	35–45	45–56	55–65
NO HIGH SCHOOL DIPLOMA	$16,555	$19,901	$21,800	$24,207	$13,635	$13,400	$14,445	$13,809
HIGH SCHOOL GRADUATE (INCL. EQUIV.)	$23,010	$28,941	$31,800	$30,874	$18,259	$19,625	$19,829	$20,443
ASSOCIATE DEGREE	$28,078	$35,598	$40,251	$40,832	$22,450	$27,668	$27,314	$25,504
BACHELOR'S DEGREE	$35,266	$44,297	$48,020	$51,717	$27,652	$31,994	$33,426	$34,029

Source: Educational Attainment in the United States, 1994

More than 26 percent of the adult Black population and more than 50 percent of the adult Hispanic population had less than a high school diploma as their highest level of educational attainment.

T3.11 Highest Educational Aspirations of First-Time Freshmen and Sophomores by Type and Control of Institution: 1989–90 (1)

FIRST-TIME FRESHMEN

TYPE AND CONTROL OF INSTITUTION	TRADE SCHOOL	LESS THAN 2 YEARS COLLEGE	2 OR MORE YEARS COLLEGE	BACHELOR'S DEGREE	MASTER'S DEGREE	PHD OR PROFESSIONAL DEGREE
PUBLIC COMMUNITY COLLEGE	7.33%	3.35%	**17.10%**	36.58%	24.58%	**5.86%**
PRIVATE COMMUNITY COLLEGE	6.33%	2.25%	**14.47%**	43.58%	24.82%	**7.29%**
PUBLIC 4 YEAR NO PHD	2.03%	0.82%	**3.25%**	39.06%	40.26%	**13.19%**
PRIVATE 4 YEAR NO PHD	1.05%	0.67%	**2.74%**	33.17%	42.88%	**18.12%**
PUBLIC 4 YEAR PHD	0.85%	0.17%	**1.83%**	31.50%	44.80%	**19.23%**
PRIVATE 4 YEAR PHD	0.49%	0.43%	**0.94%**	21.19%	45.93%	**28.62%**

SOPHOMORES

TYPE AND CONTROL OF INSTITUTION	TRADE SCHOOL	LESS THAN 2 YEARS COLLEGE	2 OR MORE YEARS COLLEGE	BACHELOR'S DEGREE	MASTER'S DEGREE	PHD OR PROFESSIONAL DEGREE
PUBLIC COMMUNITY COLLEGE	2.43%	1.02%	**9.76%**	34.61%	27.97%	**7.34%**
PRIVATE COMMUNITY COLLEGE	3.21%	1.11%	**8.61%**	33.82%	20.66%	**6.10%**
PUBLIC 4 YEAR NO PHD	0.56%	0.22%	**1.31%**	29.74%	39.06%	**10.32%**
PRIVATE 4 YEAR NO PHD	0.41%	0.05%	**1.43%**	20.70%	34.89%	**16.37%**
PUBLIC 4 YEAR PHD	0.21%	0.00%	**1.00%**	23.63%	40.27%	**15.20%**
PRIVATE 4 YEAR PHD	0.40%	0.22%	**0.95%**	12.69%	37.58%	**23.83%**

Source: NCES NPSAS:90 Undergraduate Table Generation System

(1) Numbers across do not add to 100%, non-respondents not listed

T3.12 Estimated Transfer Rate (1) of Freshmen from Community Colleges to Four-Year Institutions: Entering 1984 to 1987 (2)

	1984	1985	1986	1987
PERCENT EARNING 12 OR MORE CREDITS WITHIN FOUR YEARS	50.5%	46.7%	46.7%	46.9%
PERCENT TRANSFERRING WITHIN 4 YEARS	23.7%	23.6%	23.4%	22.6%

Source: New Direction for Community Colleges, Vol. 86, 1994

(1) Transfer rates are for first time students who earned twelve or more credits in the community college and earned one or more credit in a four-year institution within four years

(2) Many community college students do not intend to transfer, and this is only one method of measuring the rate of those who do

In 1990, more than one-half of first-time freshmen at community colleges intended to obtain at least a baccalaureate degree, and 23 percent took at least one class at a four-year institution after receiving 12 or more credits at a community college.

Investing in a Community College

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CHAPTER

FOUR

EDUCATION

SECTION 1

Student Costs

SECTION 2

Financial Aid

SECTION 1

Student Costs

Accessibility has long been a community college keystone. Chapter 1 described the social and economic forces that make higher education available to those previously excluded. The institutions best suited to meet this role were locally based community colleges. Public community colleges usually keep accessibility a viable mission by holding down tuition costs. The average cost of a full year's community college tuition is roughly half that at a public four-year institution. All of higher education has suffered in recent years from government cutbacks; yet annual tuition increases at public community colleges average about one percentage point lower between 1985 and 1994.

While community colleges generally are the best higher education bargain in America, there is considerable regional variation. A state's cost of living has some impact on tuition, but its commitment to making higher education universally available is a second important factor. As might be expected, community college tuition is highest in the Northeast and Midwest, and lowest in the West. One key factor in California's low tuition rate is a long-term historical commitment to accessibility—a commitment eroded in recent years by political and economic changes.

- Tuition has increased more rapidly than inflation between 1981 and 1993.

- The rate of tuition increase has been slower in community colleges than in four-year institutions.

- Tuition for community colleges tends to be highest in the Northeast and Midwest, and lowest in the West.

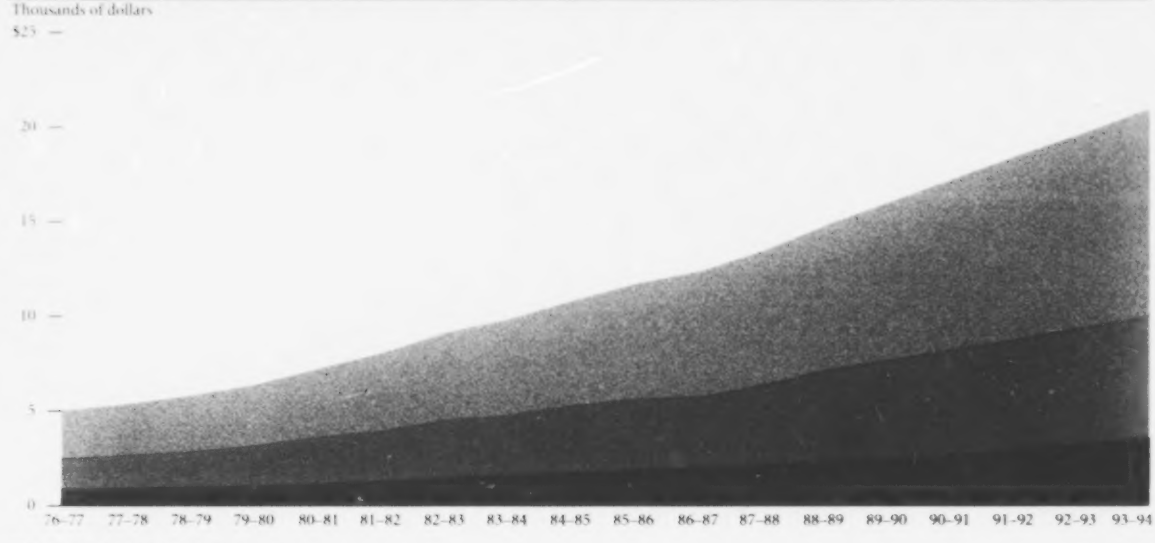
T4.1 Average Annual In-State Student Tuition and Fees by Type and Control of Institution: 1976–77 to 1992–93

	PUBLIC				INDEPENDENT			
	CURRENT DOLLARS		CONSTANT 1994 DOLLARS		CURRENT DOLLARS		CONSTANT 1994 DOLLARS	
ACADEMIC YEAR	COMMUNITY COLLEGES	FOUR YEAR COLLEGES	COMMUNITY COLLEGES	FOUR-YEAR COLLEGES	COMMUNITY COLLEGES	FOUR YEAR COLLEGES	COMMUNITY COLLEGES	FOUR-YEAR COLLEGES
1964–65 (1)	$99	$224	$482	$1,092	$702	$1,023	$3,421	$4,985
1969–70 (1)	$178	$306	$700	$1,204	$1,034	$1,468	$4,069	$5,776
1974–75 (1)	$277	$448	$752	$1,216	$1,367	$1,954	$3,710	$5,303
1979–80	$355	$738	$646	$1,342	$2,062	$3,225	$3,749	$5,864
1980–81	$391	$804	$646	$1,328	$2,413	$3,617	$3,986	$5,975
1981–82	$434	$909	$670	$1,403	$2,605	$4,113	$4,020	$6,347
1982–83	$473	$1,031	$696	$1,517	$3,008	$4,639	$4,426	$6,826
1983–84	$528	$1,148	$747	$1,625	$3,099	$5,093	$4,386	$7,208
1984–85	$584	$1,228	$798	$1,678	$3,485	$5,556	$4,761	$7,591
1985–86	$641	$1,318	$850	$1,748	$3,672	$6,121	$4,871	$8,120
1986–87	$660	$1,414	$852	$1,826	$3,684	$6,658	$4,758	$8,598
1987–88	$706	$1,537	$880	$1,916	$4,161	$7,116	$5,186	$8,869
1988–89	$730	$1,646	$872	$1,966	$4,817	$7,722	$5,753	$9,222
1989–90	$756	$1,780	$865	$2,037	$5,196	$8,396	$5,947	$9,609
1990–91	$824	$1,888	$903	$2,068	$5,570	$9,083	$6,101	$9,949
1991–92	$937	$2,119	$992	$2,244	$5,752	$9,775	$6,090	$10,350
1992–93	$1,025	$2,349	$1,053	$2,414	$6,059	$10,294	$6,227	$10,579
1993–94	$1,114	$2,543	$1,114	$2,543	$6,343	$10,994	$6,343	$10,994
				PERCENTAGE CHANGE				
1964–65 to 1993–94	1025%	1035%	131%	133%	804%	975%	85%	121%
1974–75 to 1993–94	526%	731%	59%	111%	513%	649%	56%	90%
1984–85 to 1993–94	111%	122%	49%	57%	105%	116%	45%	53%
1988–89 to 1993–94	53%	54%	28%	29%	32%	42%	10%	19%

Source: Digest of Education Statistics, 1994

(1) Figures for these years are for non-doctoral 4-year colleges only

C4.1 Average Annual In-State Tuition and Fees by Type and Control of Institution: 1976–77 to 1992–93



Source: Digest of Education Statistics, 1994

T4.2 Average Annual In-State Tuition for Public Community Colleges: 1991–92 and 1992–93

STATE	TUITION 1991–92	1992–93	PERCENT CHANGE	COST FOR DEGREE (1)
ALABAMA	$1,046	$1,132	8.2%	$2,178
ALASKA	n/a	n/a	n/a	n/a
ARIZONA	$601	$681	13.3%	$1,282
ARKANSAS	$714	$760	6.4%	$1,474
CALIFORNIA	$137	$209	52.6%	$346
COLORADO	$1,017	$1,120	10.1%	$2,137
CONNECTICUT	$1,169	$1,317	12.7%	$2,486
DELAWARE	$1,044	$1,044	0.0%	$2,088
FLORIDA	$905	$997	10.2%	$1,902
GEORGIA	$934	$934	0.0%	$1,868
HAWAII	$434	$454	4.6%	$888
IDAHO	$850	$902	6.1%	$1,752
ILLINOIS	$984	$1,074	9.1%	$2,058
INDIANA	$1,598	$1,633	2.2%	$3,231
IOWA	$1,410	$1,526	8.2%	$2,936
KANSAS	$783	$872	11.4%	$1,655
KENTUCKY	$817	$846	3.5%	$1,663
LOUISIANA	$852	$914	7.3%	$1,766
MAINE	$1,570	$1,627	3.6%	$3,197
MARYLAND	$1,355	$1,605	18.5%	$2,960
MASSACHUSETTS	$2,162	$2,213	2.4%	$4,375
MICHIGAN	$1,201	$1,271	5.8%	$2,472
MINNESOTA	$1,658	$1,742	5.1%	$3,400
MISSISSIPPI	$817	$932	14.1%	$1,749
MISSOURI	$978	$1,072	9.6%	$2,050
MONTANA	$991	$1,084	9.4%	$2,075
NEBRASKA	$975	$1,053	8.0%	$2,028
NEVADA	$723	$747	3.3%	$1,470
NEW HAMPSHIRE	$2,053	$2,150	4.7%	$4,203
NEW JERSEY	$1,385	$1,482	7.0%	$2,867
NEW MEXICO	$556	$598	7.6%	$1,154
NEW YORK	$1,773	$2,046	15.4%	$3,819
NORTH CAROLINA	$504	$577	14.5%	$1,081
NORTH DAKOTA	$1,576	$1,593	1.1%	$3,169
OHIO	$1,827	$2,006	9.8%	$3,833
OKLAHOMA	$981	$1,007	2.7%	$1,988
OREGON	$930	$1,052	13.1%	$1,982
PENNSYLVANIA	$1,710	$1,807	5.7%	$3,517
RHODE ISLAND	$1,368	$1,496	9.4%	$2,864
SOUTH CAROLINA	$920	$1,050	14.1%	$1,970
SOUTH DAKOTA	n/a	n/a	n/a	n/a
TENNESSEE	$849	$911	7.3%	$1,760
TEXAS	$552	$585	6.0%	$1,137
UTAH	$1,215	$1,286	5.8%	$2,501
VERMONT	$2,504	$2,645	5.6%	$5,149
VIRGINIA	$1,060	$1,231	16.1%	$2,291
WASHINGTON	$952	$1,016	6.7%	$1,968
WEST VIRGINIA	$1,031	$1,136	10.2%	$2,167
WISCONSIN	$1,321	$1,469	11.2%	$2,790
WYOMING	$720	$796	10.6%	$1,516
AVERAGE	$937	$1,018	8.6%	$1,955

Source: Digest of Education Statistics, 1993

(1) Based on full-time enrollment two consecutive years (1991–92 and 1992–93)

Tuition has increased more rapidly than inflation between 1981 and 1993.

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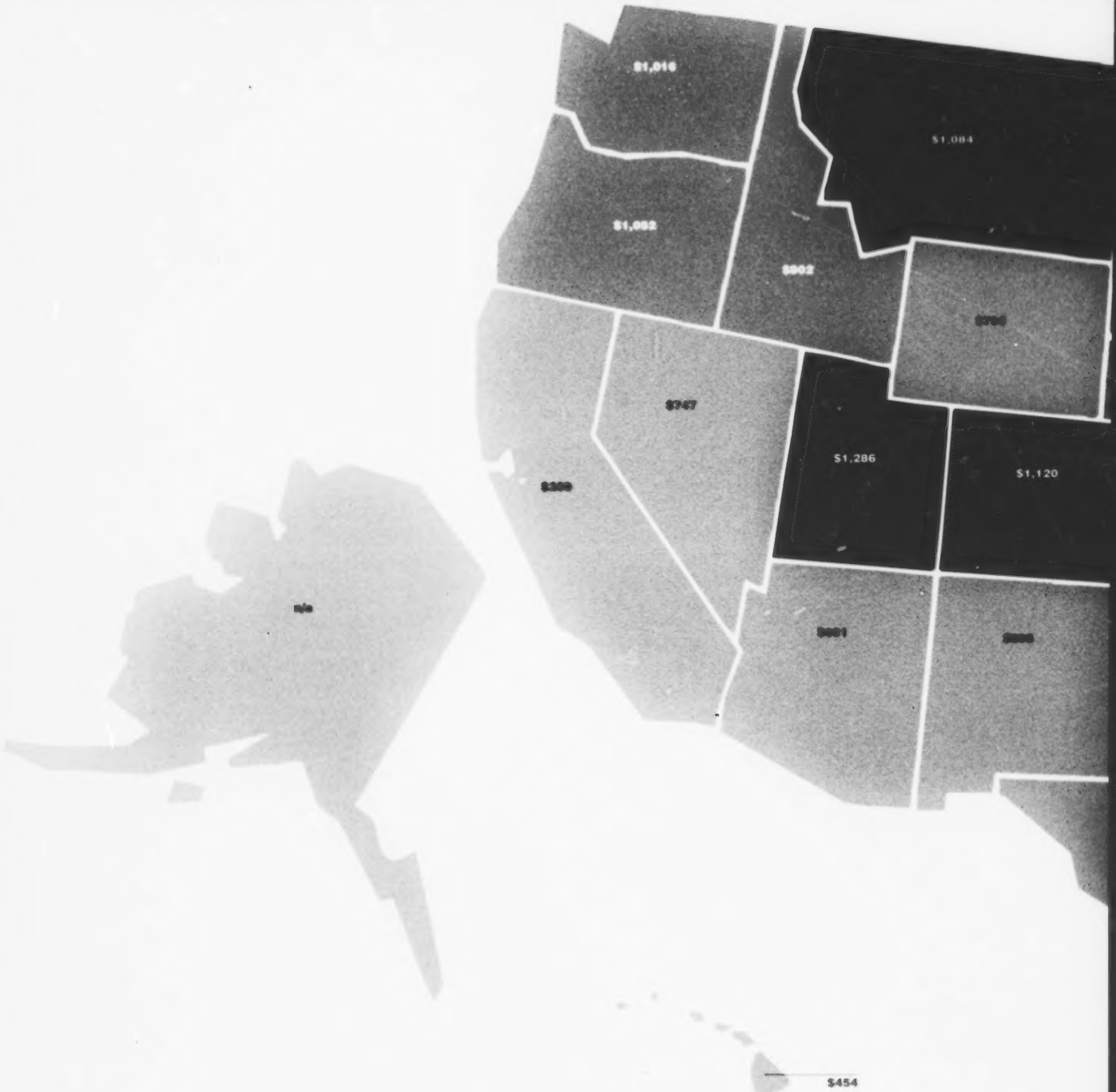
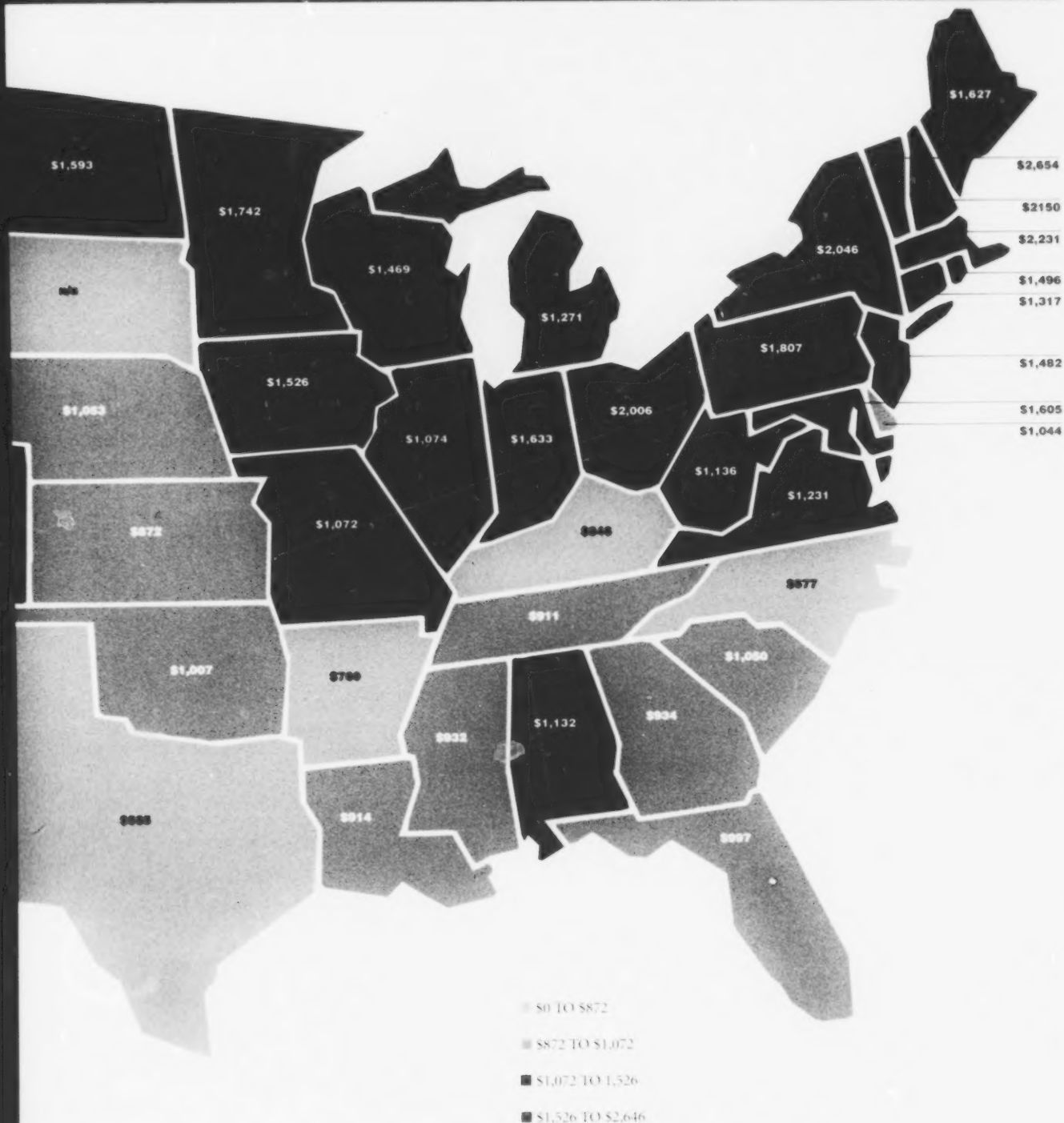
C4.2 Average Annual In-State Tuition and Fees at Public Community Colleges: 1992-93



Source: Digest of Education Statistics, 1994



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SECTION 2

Financial Aid

Student financial aid is a fundamental underpinning of equal educational opportunity. This funding is tendered through federal, state and local programs and is vital to community college students. It is given to 42.9 percent of all students attending postsecondary institutions and almost 30 percent of community college students. Those who attend independent four-year institutions are more likely to receive aid, and receive larger awards. Because the community college student is likely to be an older, self-supporting student who works while attending community college part-time and attends a less costly institution, financial aid awards are less likely despite a real need.

Community college students use several federal aid programs including Pell grants, student loans, and college work-study programs. Most federal aid is awarded through Pell grants. Community college Pell grant awards averaged $1,197 in the 1989–90 academic year. In 1989–90, almost 8 percent of community college students received some form of state student aid. It should be noted that most state assistance is provided directly to students, allowing postsecondary institutions to keep tuition below their actual costs.

Overall, about 20.4 percent of total aid in 1989–90 was awarded in the form of grants, 18.8 percent as loans, and 1.3 percent as work-study payments. Grants are the most desirable form of aid for students because they reduce the net educational cost by the amount of the grant while loans address immediate financial need but must be repaid and work-study aid must be earned, generally while the student is also enrolled in school.

C-1

- About 28 percent of community college students received financial aid in 1989–90.

- In 1991, public community colleges enrolled 37 percent of the total population of higher education students, yet their students received only 25 percent of the dollars from Pell grants.

- The per capita amount of federal financial aid awarded public community college students is less than half that awarded to students from independent for-profit colleges in 1989–90.

- Although independent for-profit colleges enrolled only 2 percent of the total higher education population in 1993, they receive almost 19 percent of the Pell Grant dollars.

- In 1989–90, 54 percent of financially independent community college students reported annual incomes of less than $20,000; and 38 percent of financially dependent students reported annual family incomes of less than $24,000.

- In 1989–90, approximately 5 percent of public community college students received financial aid in the form of loans.

- In the 1994 fiscal year, federal expenditures for all education programs were approximately 1.8 percent of the total budget, or 5 percent of discretionary spending.

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T4.3 Student Aid Profile by Funding Source and Type and Control of Institution: 1989–90

TYPE AND CONTROL OF INSTITUTION	TOTAL AID (1)		PELL GRANTS		ALL LOANS (2)		STATE AID (3)		WORK STUDY (4)	
	AVERAGE BY RECIPIENT	PERCENTAGE RECEIVING	AVERAGE BY RECIPIENT	PERCENTAGE RECEIVING	AVERAGE BY RECIPIENT	PERCENTAGE RECEIVING	AVERAGE BY RECIPIENT	PERCENTAGE RECEIVING	AVERAGE BY RECIPIENT	PERCENTAGE RECEIVING
PUBLIC COMMUNITY COLLEGE	**$1,998**	**27.6%**	**$1,197**	**12.8%**	**$2,718**	**5.1%**	**$713**	**7.9%**	**$993.00**	**1.3%**
PRIVATE NOT-FOR-PROFIT COMMUNITY COLLEGE	**$3,365**	**56.0%**	**$1,434**	**28.0%**	**$2,601**	**23.0%**	**$1,641**	**16.6%**	**$705.30**	**6.8%**
PRIVATE FOR-PROFIT, 2 OR MORE YEARS	**$3,991**	**77.4%**	**$1,465**	**46.7%**	**$2,874**	**57.2%**	**$1,726**	**13.8%**	**$1,069.9**	**1.7%**
PUBLIC 4 YEAR, NO PHD	$3,017	42.9%	$1,482	22.0%	$2,300	18.6%	$1,166	16.8%	$1,047.4	5.7%
PRIVATE NOT-FOR-PROFIT 4 YEAR, NO PHD	$5,240	66.5%	$1,548	25.3%	$2,946	33.3%	$1,784	27.5%	$931.80	14.0%
PUBLIC 4 YEAR, PHD	$3,608	43.1%	$1,522	19.8%	$2,520	21.8%	$1,283	13.8%	$1,225.0	4.8%
PRIVATE NOT-FOR-PROFIT, PHD	$7,053	58.0%	$1,635	19.3%	$3,340	32.3%	$2,059	18.8%	$1,179.7	12.6%
TOTAL ALL HIGHER EDUCATION	$3,606	42.9%	$1,435	20.4%	$2,799	18.8%	$1,320	12.8%	$1,057.8	4.3%

Source: NPSAS Data System, 1989–90

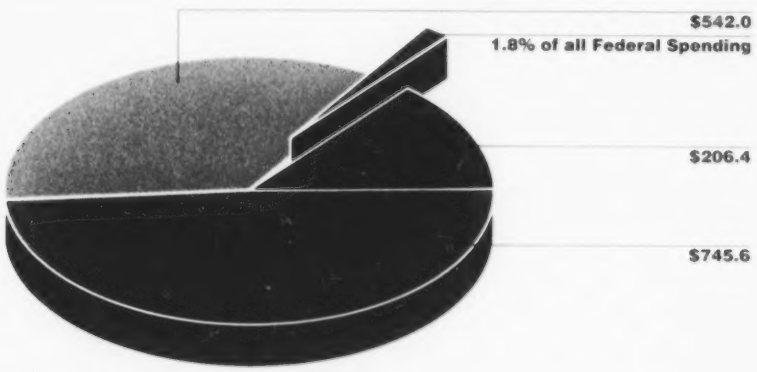
(1) Includes all financial aid received—Federal, state, local, and loans

(2) Includes all educational loans received—Federal, state and local

(3) Includes all state level financial aid

(4) All Funded College Work Study Programs

C 4.3 Fiscal Year 1994 Federal Budget: Total $1,494 (in billions)



Source: U.S. Fiscal Year 1994 Budget in Perspective, 1993

In 1989–90, approximately 5 percent of public community college students received financial aid in the form of loans.

T4.4 Average Amount of Federal Financial Aid Awarded by Type and Control of Institution: 1989–90

TYPE & CONTROL OF INSTITUTION	TITLE IV AID (1)	FEDERAL LOAN (2)	FEDERAL GRANT (3)	COLLEGE WORK STUDY (4)	FEDERAL AID TOTAL (5)
PUBLIC COMMUNITY COLLEGE	**$1,834**	$2,082	**$1,270**	$993	**$1,850**
PRIVATE NOT FOR PROFIT COMMUNITY COLLEGE	**$2,420**	$2,397	**$1,521**	$705	**$2,733**
PRIVATE FOR PROFIT, 2 OR MORE YEARS	**$3,489**	$2,829	**$1,523**	$1,070	**$3,519**
PUBLIC 4 YEAR, NO PHD	**$2,735**	$2,146	**$1,611**	$1,047	**$2,745**
PRIVATE NOT FOR PROFIT 4 YEAR, NO PHD	**$3,610**	$2,811	**$1,716**	$932	**$3,628**
PUBLIC 4 YEAR, PHD	**$3,168**	$2,412	**$1,643**	$1,225	**$3,198**
PRIVATE NOT FOR PROFIT, PHD	**$4,096**	$3,104	**$1,967**	$1,180	**$4,133**

Source: 1989–90 NPSAS Data System

(1) Total of All Title IV aid awarded

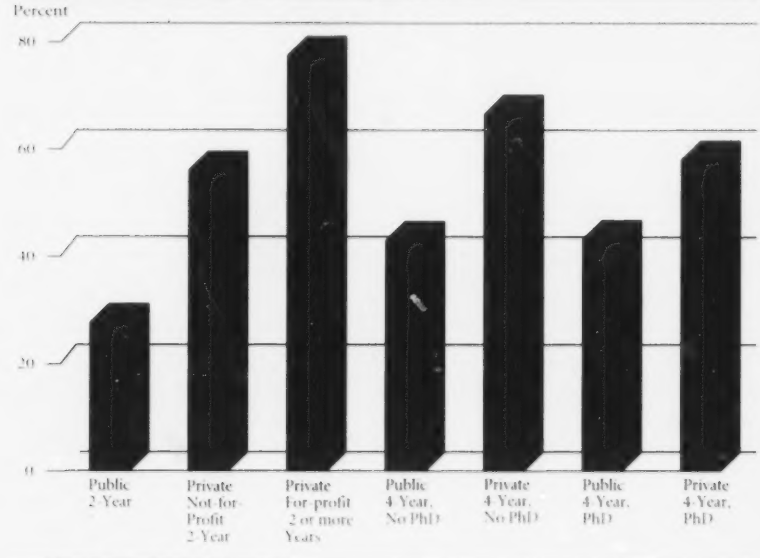
(2) Total all Federal loans granted excluding PLUS loans

(3) Total of all Federal grants received

(4) Total all College Work Study dollars received

(5) Total all Federal aid, Title IV and other Federal aid

C4.4 Percent of Students Receiving Financial Aid by Type and Control of Institution



Source: 1989–90 NPSAS Data System

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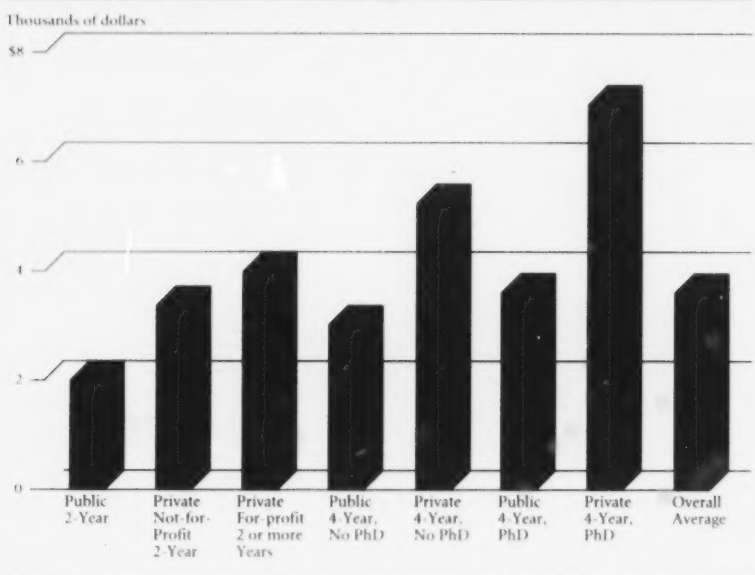
T4.5 Percentage of Students Receiving Federal Aid by Dependency Status, Income, and Type and Control of Institution: 1989–90

	DEPENDENT STUDENT'S FAMILY INCOME				
INSTITUTION TYPE AND CONTROL	LESS THAN $10,000	$10,000 TO $19,999	$20,000 TO $39,999	$40,000 TO $69,999	$70,000 OR MORE
PUBLIC COMMUNITY COLLEGE	49.09	20.78	12.30	5.12	1.12
PRIVATE NOT FOR PROFIT COMMUNITY COLLEGE	80.09	60.94	38.87	24.55	5.98
PRIVATE FOR PROFIT, 2 OR MORE YEARS	86.20	74.07	60.38	49.37	N/A
PUBLIC 4 YEAR, NO PHD	69.33	55.88	32.10	12.94	4.00
PRIVATE NOT FOR PROFIT 4 YEAR, NO PHD	76.75	70.14	59.58	36.75	13.14
PUBLIC 4 YEAR, PHD	67.31	51.88	34.82	14.37	4.51
PRIVATE NOT FOR PROFIT, PHD	67.45	69.42	55.85	37.13	10.25
	INDEPENDENT STUDENT'S FAMILY INCOME				
INSTITUTION TYPE AND CONTROL	LESS THAN $5,000	$5,000 TO $9,999	$10,000 TO $19,999	$20,000 TO $49,999	$50,000 OR MORE
PUBLIC COMMUNITY COLLEGE	40.19	26.76	14.57	7.14	1.99
PRIVATE NOT FOR PROFIT COMMUNITY COLLEGE	79.98	52.36	32.42	20.11	N/A
PRIVATE FOR PROFIT, 2 OR MORE YEARS	84.02	77.79	74.92	64.91	N/A
PUBLIC 4 YEAR, NO PHD	56.71	41.46	27.63	15.03	3.48
PRIVATE NOT FOR PROFIT 4 YEAR, NO PHD	63.57	61.73	40.27	20.35	9.22
PUBLIC 4 YEAR, PHD	53.79	47.53	34.23	16.75	3.21
PRIVATE NOT FOR PROFIT, PHD	56.36	57.00	36.74	18.36	9.33

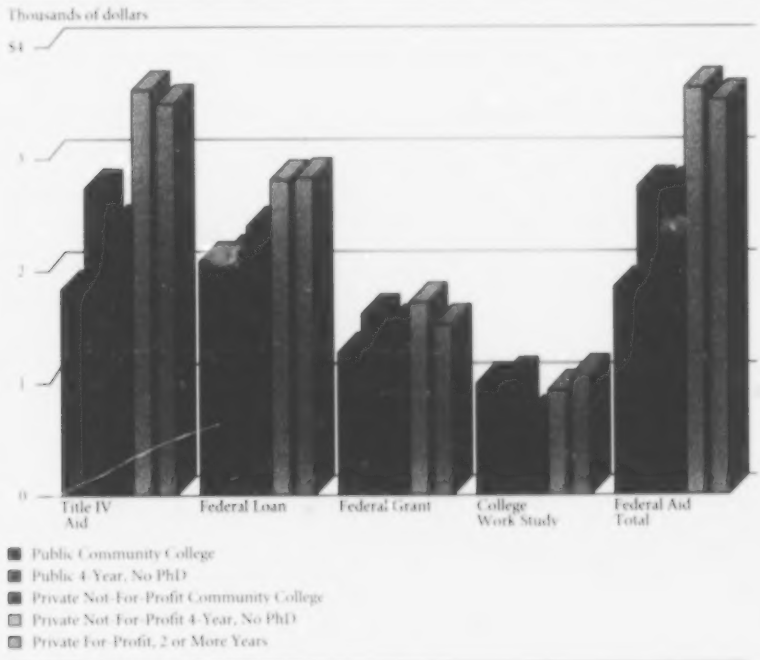
Source: 1989–90 NPSAS Data System

C4.5 Average Amount of Financial Aid Award by Type and Control of Institution: 1989–90



Source: 1989–90 NPSAS Data System

C4.6 Average Amount of Federal Financial Aid Award by Type and Control of Institution: 1989–90



Source: 1989–90 NPSAS Data System

The per capita amount of federal financial aid awarded public community college students is less than half that awarded to students from independent for-profit colleges in 1989–90.

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T4.6 Pell Grant Authorization and Actual Disbursement: 1973–74 to 1993–94

DESCRIPTION OF PELL GRANT AWARDS				
	AUTHORIZED MAXIMUM		ACTUAL MAXIMUM	
ACADEMIC YEAR	CURRENT DOLLARS	CONSTANT DOLLARS	CURRENT DOLLARS	CONSTANT DOLLARS
1973-74	$1,400	**$4,329**	$452	**$1,398**
1974-75	$1,400	**$3,895**	$1,050	**$2,921**
1975-76	$1,400	**$3,638**	$1,400	**$3,638**
1976-77	$1,400	**$3,437**	$1,400	**$3,437**
1977-78	$1,800	**$4,141**	$1,400	**$3,221**
1978-79	$1,800	**$3,787**	$1,600	**$3,366**
1979-80	$1,800	**$3,341**	$1,800	**$3,341**
1980-81	$1,800	**$2,994**	$1,750	**$2,911**
1981-82	$1,900	**$2,909**	$1,670	**$2,557**
1982-83	$2,100	**$3,083**	$1,800	**$2,643**
1983-84	$2,300	**$3,258**	$1,800	**$2,549**
1984-85	$2,500	**$3,407**	$1,900	**$2,590**
1985-86	$2,600	**$3,444**	$2,100	**$2,782**
1986-87	$2,600	**$3,368**	$2,100	**$2,721**
1987-88	$2,300	**$2,862**	$2,100	**$2,613**
1988-89	$2,500	**$2,974**	$2,200	**$2,617**
1989-90	$2,700	**$3,064**	$2,300	**$2,610**
1990-91	$2,900	**$3,118**	$2,300	**$2,473**
1991-92	$3,100	**$3,230**	$2,400	**$2,501**
1992-93	$3,100	**$3,133**	$2,400	**$2,426**
1993-94	$3,700	**$3,640**	$2,300	**$2,263**
		PERCENTAGE CHANGE		
1973-74 to 1993-94	164.3%	-15.9%	408.8%	61.9%
1983-84 to 1993-94	60.9%	11.7%	27.8%	-11.2%
1988-89 to 1993-94	48.0%	22.4%	4.5%	-13.5%

Source: Trends in Student Aid: 1984–1994, 1994

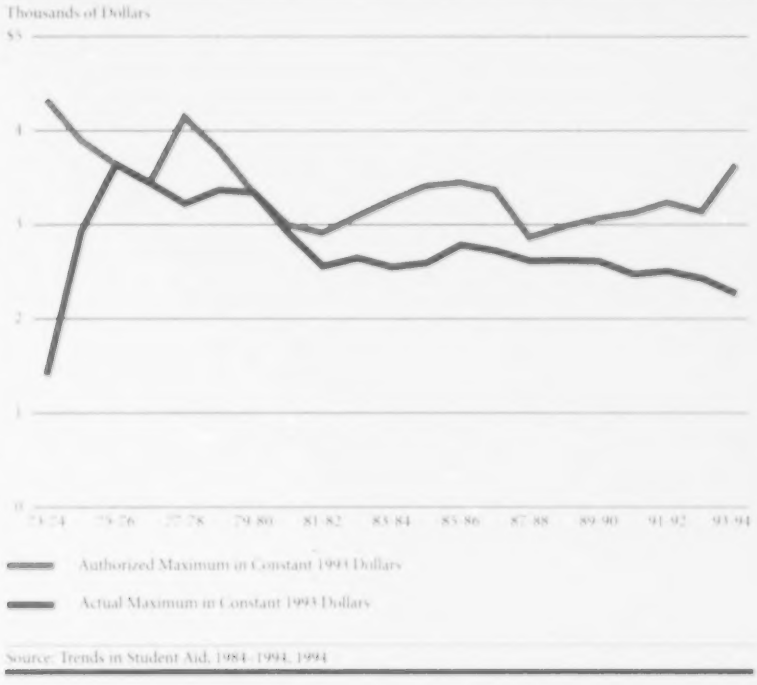
T4.7 Percent Distribution of Federal Pell Grants by Type and Control of Institution: 1984–85 to 1992–93

PELL PROGRAM	1984–85	1985–86	1986–87	1987–88	1988–89	1989–90	1990–91	1991–92	1992–93 (1)
PUBLIC INSTITUTIONS									
COMMUNITY COLLEGES	18.4	18.8	18.7	18.5	19.7	21.1	22.6	24.3	25.7
FOUR-YEAR COLLEGES	37.7	37.0	35.7	34.8	35.6	35.8	35.5	35.5	36.3
PUBLIC INSTITUTIONS: TOTAL	56.2	55.8	54.4	53.3	55.3	56.9	58.1	59.8	62.0
PRIVATE NOT-FOR-PROFIT INSTITUTIONS	23.0	21.9	20.8	20.1	20.2	20.0	19.8	19.6	19.5
PRIVATE FOR-PROFIT INSTITUTIONS	20.8	22.1	24.8	26.6	24.5	23.1	22.1	20.7	18.5

Source: Trends in Student Aid: 1984–1994, 1994

(1) Estimated

C4.7 Pell Grant Authorization and Actual Disbursement: 1973–74 to 1993–94



Source: Trends in Student Aid, 1984–1994, 1994

Although private for-profit colleges enrolled only 2 percent of the total higher education population in 1993, they receive almost 19 percent of the Pell Grant dollars.

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How Community Colleges Do What

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CHAPTER

FIVE

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SECTION 1

Institutional Revenues and Expenditures

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SECTION 1

Institutional Revenues and Expenditures

The bottom line for community colleges is how they serve their students and communities. Yet community colleges cannot forget their other bottom line—making sure expenditures do not exceed revenues. In fact, part of serving the community is ensuring that the state and local tax dollars supporting community colleges are well spent. Community colleges' dependence on local sources makes financial accountability even more important than at four-year institutions, which draw on more remote sources like federal funding and foundation gifts. But because mission, funding, and accountability are tied to the community, most community colleges enjoy high approval among local residents. Although taxpayers attack government spending on higher education in general, many are willing to vote for a bond issue supporting their local community college.

Cutbacks hit community colleges hard in 1991. Between 1990 and 1992 appropriations dropped an average of 6.8 percent, while expenditures increased 11.6 percent, creating a budget shortfall at many colleges. Revenues still have not recovered to their 1990 level, although most colleges have been able to cut costs and balance their budgets.

These statistics augment our picture of the nature of community colleges. These institutions are usually part of statewide systems, each of which exhibits a unique funding pattern. Funding sources vary greatly among states. In 1993, California community colleges led the country with 79.9 percent of their funding provided

by state and local government, although more recent shortfalls have forced the state system to raise tuition dramatically.

Finally, community colleges' expenditures illustrate their emphasis on teaching and learning over research. While community colleges use only about 0.25 percent of their expenditures for research and 3 percent for libraries, around 50 percent goes to instruction and 9 percent to student services. Behind the numbers, a portrait of community colleges emerges. These institutions are generally controlled by states, accountable to local communities, and devoted to the surrounding population.

- **Less than half of federal funds for education come from the Department of Education.**

- **In the 1992 fiscal year, institutions of higher education received revenues of over $160 billion. Revenues for community colleges came to just under $20 billion (12.5 percent), and revenues for four-year colleges were just under $142 billion (87.5 percent).**

- **In the 1992 fiscal year, 16.5 percent of institutional revenues for public four-year colleges came from tuition and fees compared with 19.9 percent for two-year colleges.**

- **In the 1992 fiscal year, public community colleges received 46 percent of their current-funds revenue from state government and almost 18 percent from local appropriations, compared with 36 percent and 0.6 percent for public four-year colleges.**

- **For independent community colleges, more than two-thirds (68.4 percent) of current fund revenues were from tuition and fees in the 1992 fiscal year.**

- **For all institutions of higher education, between fiscal year 1984 and 1992, increases in revenues from tuition and fees have exceeded the rate of inflation every year.**

- **In the 1992 fiscal year, institutions of higher education spent $156 billion. Community colleges' current fund expenditures totaled just over $18.8 billion or 12.1 percent.**

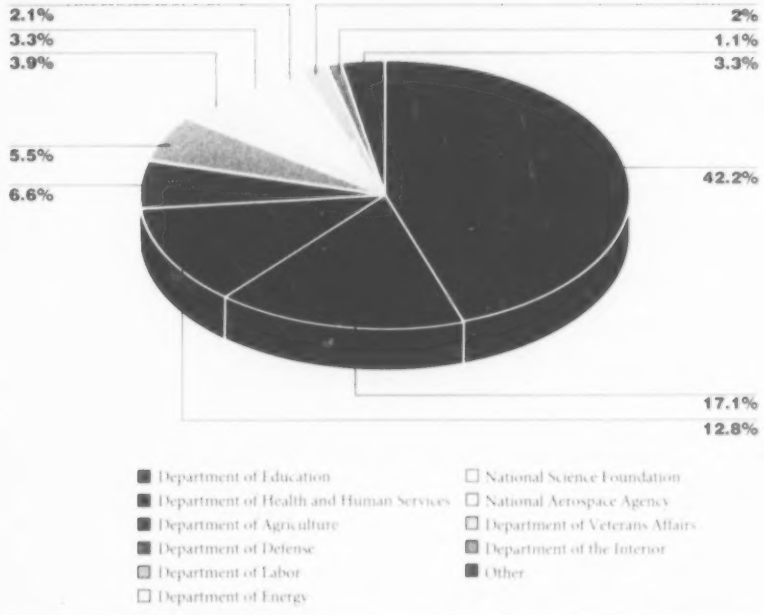
- **In the 1992 fiscal year, educational and general expenditures accounted for almost 93 percent of the expenditures of community colleges, with instructional costs at 45 percent. In comparison, 76 percent of the expenditures of four-year colleges were educational and general, with 28.7 percent as instructional.**

T5.1 Median Revenues, Appropriations, and Expenditures for Full-Time Equivalent Students at Public Community Colleges: 1983 to 1993

	MEDIAN REVENUES	PERCENT CHANGE—ONE YEAR	MEDIAN APPROPRIATIONS	PERCENT CHANGE—ONE YEAR	MEDIAN EXPENDITURES	PERCENT CHANGE—ONE YEAR
FISCAL YEAR 1983	$3,417		$2,191		$3,296	
FISCAL YEAR 1984	$3,525	3.2%	$2,344	6.9%	$3,392	2.9%
FISCAL YEAR 1985	$4,115	16.7%	$2,735	16.7%	$4,000	17.9%
FISCAL YEAR 1986	$4,504	9.5%	$3,053	11.6%	$4,315	7.9%
FISCAL YEAR 1987	$4,636	2.9%	$3,143	2.9%	$4,439	2.9%
FISCAL YEAR 1988	$4,824	4.1%	$3,233	2.9%	$4,608	3.8%
FISCAL YEAR 1989	$5,073	5.2%	$3,301	2.1%	$4,889	6.1%
FISCAL YEAR 1990	$5,323	4.9%	$3,448	4.5%	$5,129	4.9%
FISCAL YEAR 1991	$5,077	-4.6%	$3,213	-6.8%	$5,726	11.6%
FISCAL YEAR 1992	$5,217	2.8%	$3,151	-1.9%	$5,005	-12.6%
FISCAL YEAR 1993	$5,265	0.9%	$3,119	-1.0%	$5,061	1.1%

Source: Comparative Financial Statistics, Various Years—NACUBO

C5.1 Federal Funds Provided to All Higher Education by Department or Agency: 1992



Source: Federal Support for Education, 1994

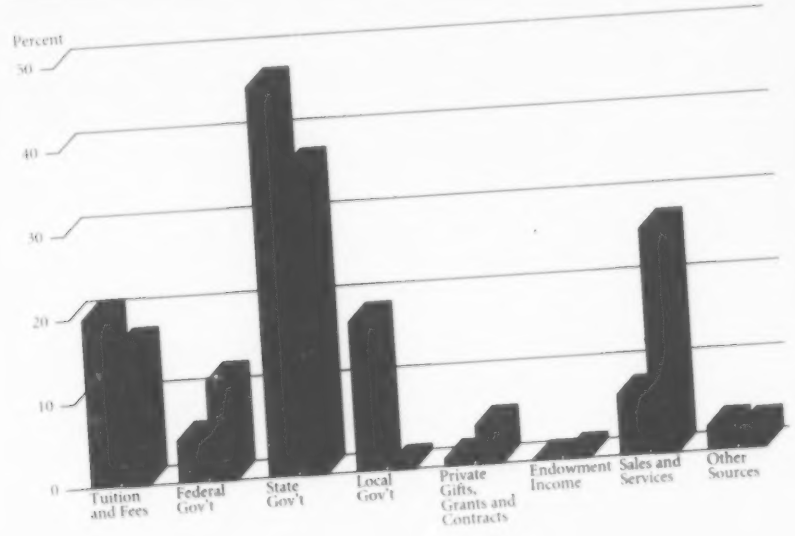
In the 1994 fiscal year, federal expenditures for all education programs were approximately 1.8 percent of the total budget, or 5 percent of discretionary spending.

T5.2 Federal Funds Provided to All Higher Education by Department or Agency: 1992 and 1994

	1992		1994	
FEDERAL AGENCY/DEPARTMENT	PERCENT	MILLIONS	PERCENT	MILLIONS
DEPARTMENT OF EDUCATION	44.8%	$30,643	42.2%	$28,865
DEPARTMENT OF HEALTH AND HUMAN SERVICES	16.5%	$11,286	17.1%	$11,696
DEPARTMENT OF AGRICULTURE	12.1%	$8,276	12.8%	$8,755
DEPARTMENT OF DEFENSE	5.8%	$3,967	6.6%	$4,514
DEPARTMENT OF LABOR	5.7%	$3,899	5.5%	$3,762
DEPARTMENT OF ENERGY	4.1%	$2,804	3.9%	$2,668
NATIONAL SCIENCE FOUNDATION	3.2%	$2,189	3.3%	$2,257
NATIONAL AEROSPACE AGENCY	2.1%	$1,436	2.1%	$1,436
DEPARTMENT OF VETERANS AFFAIRS	1.8%	$1,231	2.0%	$1,368
DEPARTMENT OF THE INTERIOR	1.0%	$684	1.1%	$752
OTHER	2.9%	$1,984	3.3%	$2,257

Source: Federal Support for Education, 1994

C5.2 Source of Revenue, Public Institutions by Type of Institution: 1991



Source: Current Funds Revenues and Expenditures, 1994

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T5.3 Current Funds Revenue for Public Higher Education by Source, and Type and Control of Institution: Fiscal Year 1992 [in thousands of dollars]

	COMMUNITY COLLEGES			FOUR YEAR COLLEGES		
SOURCE	ALL	PUBLIC	INDEPENDENT	ALL	PUBLIC	INDEPENDENT
TUITION AND FEES	4,648,647	3,627,881	1,020,766	36,910,390	13,827,245	23,083,145
FEDERAL GOVERNMENT	976,469	911,415	65,054	18,856,848	9,870,892	8,985,956
STATE GOVERNMENTS	8,536,757	8,435,043	101,714	32,050,150	30662940	1,387,210
LOCAL GOVERNMENTS	3,259,051	3,234,340	24,711	900,825	533,945	366,880
PRIVATE GIFTS, GRANTS AND CONTRACTS	226,774	159,254	67,519	8,750,798	3,879,937	4,870,540
ENDOWMENT INCOME	32,116	15,200	16,917	5,409,893	578,798	2,831,095
SALES AND SERVICES	1,454,839	1,312,738	142,100	36,090,553	22,447,536	13,643,017
OTHER SOURCES	560,351	507,143	53,208	4,757,229	2,193,290	2,564,009
TOTAL CURRENT FUNDS REVENUE	19,695,003	18,203,015	1,491,989	141,726,457	83,994,605	57,731,852
	PERCENTAGE DISTRIBUTION					
TUITION AND FEES	23.6%	19.9%	68.4%	26.0%	16.5%	40.0%
FEDERAL GOVERNMENT	5.0%	5.0%	4.4%	13.3%	11.8%	15.6%
STATE GOVERNMENTS	43.3%	46.3%	6.8%	22.6%	36.5%	2.4%
LOCAL GOVERNMENTS	16.5%	17.8%	1.7%	0.6%	0.6%	0.6%
PRIVATE GIFTS, GRANTS AND CONTRACTS	1.2%	0.9%	4.5%	6.2%	4.6%	8.4%
ENDOWMENT INCOME	0.2%	0.1%	1.1%	2.4%	0.7%	4.9%
SALES AND SERVICES	7.4%	7.2%	9.5%	25.5%	26.7%	23.6%
OTHER SOURCES	2.8%	2.8%	3.6%	3.4%	2.6%	4.4%
TOTAL CURRENT FUNDS REVENUE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Current Funds Revenues and Expenditures, 1994

T5.4 Education and General Expenditures Public Community Colleges by Purpose: 1976–77, 1980–81, and 1991–92 [in thousands]

	1976–77		1980–81		1985–86		1991–92	
PURPOSE	AMOUNT	PERCENT	AMOUNT	PERCENT	AMOUNT	PERCENT	AMOUNT	PERCENT
INSTRUCTION	$2,490,274	51.1%	$3,575,743	50.6%	$5,116,884	49.9%	$8,167,389	50.3%
ADMINISTRATION	$882,813	18.1%	$1,347,020	19.1%	$2,122,060	20.7%	$3,403,593	21.0%
STUDENT SERVICES	$409,217	8.4%	$615,869	8.7%	$920,299	9.0%	$1,659,746	10.2%
RESEARCH	$15,698	0.3%	$26,591	0.4%	$10,136	0.1%	$24,747	0.2%
LIBRARIES	$171,409	3.5%	$222,391	3.1%	$295,691	2.9%	$392,728	2.4%
PUBLIC SERVICE	$97,635	2.0%	$152,597	2.2%	$202,440	2.0%	$635,281	3.9%
OPERATE/MAINTAIN PLANT	$547,515	11.2%	$844,781	12.0%	$1,220,646	11.9%	$1,682,319	10.4%
SCHOLARSHIPS AND FELLOWSHIPS	$142,827	2.9%	$159,474	2.3%	$225,979	2.2%	$450,040	2.8%
MANDATORY TRANSFERS	$118,610	2.4%	$119,008	1.7%	$138,820	1.4%	$96,303	0.6%
TOTAL	$4,875,998	100.0%	$7,063,474	100.0%	$10,252,955	100.0%	$16,242,146	100.0%

Source: Digest of Education Statistics, 1994

T5.5 Public Community College Revenues by Source and State: 1991

		FEDERAL SOURCES		STATE & LOCAL SOURCES		TUITION & FEES		OTHER	
	TOTAL REVENUE	DOLLARS	% OF REVENUE	DOLLARS	% OF REVENUE	DOLLARS	% OF REVENUE	DOLLARS	% OF REVENUE
ALABAMA	$275,434	$24,851	9.0%	$152,538	55.4%	$69,806	25.3%	$28,239	10.3%
ALASKA	$2,945	$386	13.1%	$1,955	66.4%	$191	6.5%	$413	14.0%
ARIZONA	$362,420	$20,024	5.5%	$242,036	66.8%	$72,521	20.0%	$27,839	7.7%
ARKANSAS	$66,511	$4,200	6.3%	$41,170	61.9%	$14,035	21.1%	$7,106	10.7%
CALIFORNIA	$3,874,045	$165,904	4.3%	$3,095,915	79.9%	$239,836	6.2%	$372,390	9.6%
COLORADO	$211,961	$13,164	6.2%	$114,113	53.8%	$60,911	28.7%	$23,773	11.2%
CONNECTICUT	$126,405	$3,676	2.9%	$79,411	62.8%	$37,584	29.7%	$5,734	4.5%
DELAWARE	$63,858	$3,025	4.7%	$49,664	77.8%	$11,169	17.5%	$0	0.0%
FLORIDA	$957,454	$39,827	4.2%	$590,692	61.7%	$236,459	24.7%	$90,476	9.4%
GEORGIA	$310,752	$24,899	8.0%	$188,752	60.7%	$60,150	19.4%	$36,951	11.9%
HAWAII	$105,880	$3,264	3.1%	$83,003	78.4%	$11,629	11.0%	$7,984	7.5%
IDAHO	$41,843	$6,687	16.0%	$22,676	54.2%	$5,677	13.6%	$6,803	16.3%
ILLINOIS	$978,381	$47,690	4.9%	$600,230	61.3%	$206,493	21.1%	$123,968	12.7%
INDIANA	$195,735	$9,372	4.8%	$113,064	57.8%	$42,303	21.6%	$30,996	15.8%
IOWA	$318,244	$26,153	8.2%	$147,504	46.3%	$81,362	25.6%	$63,225	19.9%
KANSAS	$224,597	$20,019	8.9%	$137,310	61.1%	$34,925	15.6%	$32,343	14.4%
KENTUCKY	$119,883	$3,165	2.6%	$75,742	63.2%	$28,582	23.8%	$12,394	10.3%
LOUISIANA	$77,036	$5,984	7.8%	$41,483	53.8%	$21,398	27.8%	$8,171	10.6%
MAINE	$39,908	$2,593	6.5%	$23,194	58.1%	$8,219	20.6%	$5,902	14.8%
MARYLAND	$385,852	$19,594	5.1%	$209,836	54.4%	$117,823	30.5%	$38,599	10.0%
MASSACHUSETTS	$237,353	$11,775	5.0%	$101,303	42.7%	$107,033	45.1%	$17,244	7.3%
MICHIGAN	$756,373	$23,149	3.1%	$447,741	59.2%	$203,137	26.9%	$82,346	10.9%
MINNESOTA	$387,815	$21,248	5.5%	$204,139	52.6%	$105,999	27.3%	$56,429	14.6%
MISSISSIPPI	$209,065	$21,905	10.5%	$109,032	52.2%	$43,816	21.0%	$34,312	16.4%
MISSOURI	$215,649	$11,850	5.5%	$114,983	53.3%	$57,404	26.6%	$31,412	14.6%
MONTANA	$56,252	$22,604	40.2%	$13,960	24.8%	$3,266	5.8%	$16,422	29.2%
NEBRASKA	$85,896	$5,706	6.6%	$57,327	66.7%	$14,150	16.5%	$8,713	10.1%
NEVADA	$61,227	$3,114	5.1%	$43,332	70.8%	$11,114	18.2%	$3,667	6.0%
NEW HAMPSHIRE	$31,153	$1,209	3.9%	$15,572	50.0%	$12,733	40.9%	$1,639	5.3%
NEW JERSEY	$476,868	$9,520	2.0%	$265,454	55.7%	$161,441	33.9%	$40,453	8.5%
NEW MEXICO	$153,258	$16,437	10.7%	$99,145	64.7%	$16,701	10.9%	$20,975	13.7%
NEW YORK	$1,195,179	$20,664	1.7%	$724,502	60.6%	$352,214	29.5%	$97,799	8.2%
NORTH CAROLINA	$562,289	$20,661	3.7%	$428,326	76.2%	$64,784	11.5%	$48,518	8.6%
NORTH DAKOTA	$49,190	$10,610	21.6%	$18,212	37.0%	$11,322	23.0%	$9,046	18.4%
OHIO	$557,036	$10,257	1.8%	$288,983	51.9%	$190,928	34.3%	$66,888	12.0%
OKLAHOMA	$206,852	$6,610	3.2%	$124,339	60.1%	$33,816	16.3%	$42,087	20.3%
OREGON	$364,798	$29,603	8.1%	$224,701	61.6%	$57,458	15.8%	$53,036	14.5%
PENNSYLVANIA	$394,175	$19,546	5.0%	$200,948	51.0%	$134,322	34.1%	$39,359	10.0%
RHODE ISLAND	$51,372	$1,317	2.6%	$27,457	53.4%	$17,002	33.1%	$5,596	10.9%
SOUTH CAROLINA	$232,171	$22,152	9.5%	$133,542	57.5%	$51,432	22.2%	$25,045	10.8%
SOUTH DAKOTA	$1,144	$927	81.0%	$0	0.0%	$211	18.4%	$6	0.5%
TENNESSEE	$209,484	$30,681	14.6%	$112,181	53.6%	$51,734	24.7%	$14,888	7.1%
TEXAS	$1,356,081	$62,775	4.6%	$902,832	66.6%	$227,578	16.8%	$162,896	12.0%
UTAH	$134,556	$7,778	5.8%	$69,495	51.6%	$33,119	24.6%	$24,164	18.0%
VERMONT	$19,780	$808	4.1%	$5,660	28.6%	$7,472	37.8%	$5,840	29.5%
VIRGINIA	$292,864	$15,360	5.2%	$174,286	59.5%	$90,154	30.8%	$13,064	4.5%
WASHINGTON	$551,865	$33,359	6.0%	$333,015	60.3%	$106,493	19.3%	$78,998	14.3%
WEST VIRGINIA	$23,316	$576	2.5%	$12,643	54.2%	$6,633	28.4%	$3,464	14.9%
WISCONSIN	$304,575	$23,290	4.6%	$343,498	68.1%	$83,608	16.6%	$54,179	10.7%
WYOMING	$86,212	$1,448	1.7%	$62,487	72.5%	$9,734	11.3%	$12,543	14.5%
TOTAL	$18,203,015	$911,415	5.0%	$11,669,383	64.1%	$3,627,881	19.9%	$1,994,336	11.0%

Source: Digest of Education Statistics, 1993

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SECTION 2

Community College Staff

Salaries and compensation tend to be slightly lower at community colleges than at four-year institutions, although not egregiously so. The greatest differences between two- and four-year institutions are in the salaries of CEOs and chief development officers. This may reflect the fact that community colleges are relative newcomers to high-powered fund-raising. With a few exceptions, median salaries of white CEOs are greater than those of minority CEOs, and male executives make more than their female counterparts on average.

One of the most prominent trends among community colleges in the last twenty years is the growing use of part-time faculty, who now make up 65 percent of community college faculty members. Since 1973 the number of full-time faculty has held relatively steady while the number of part-time faculty has tripled.

Critics say that this dependence on part-time faculty reduces the quality of community college programs. However, many part-time faculty are working professionals in their fields, able to provide practical insights that full-time professional instructors lack. Use of part-time faculty also allows community colleges to keep tuition low in the face of funding cutbacks. Again, this helps community colleges fulfill their primary mission of maximizing access to higher education.

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- On average, top administrative staff at community colleges made less than their counter-parts in four-year institutions in the 1993–94 academic year.

- The community college's 1993–94 annual budget was directly related to the salaries paid to top administrative staff.

- According to AACC figures, the ratio of part-time to full-time faculty has steadily increased between 1971 and 1991 to nearly 2 to 1.

- Only eight of the forty-four states with reliable data averaged more than 50 percent full-time faculty according to the AACC 1993 Fall Survey.

- While most faculty at four-year institutions in 1992 held traditional academic ranks (eg., associate professor), less than half (40 percent) of the community college faculty have such designations.

- In the 1991–92 academic year, faculty at public four-year institutions average almost 20 percent more in salary than faculty at public community colleges. Four-year faculty also average a higher level of degree attainment.

- Women comprised 42 percent of community college faculty nationwide, compared to 29 percent at four-year institutions during the 1991–92 academic year.

T5.6 Community College Employees by Type of Work, Sex, and Status: 1991

	PUBLIC					INDEPENDENT				
	PUBLIC TOTAL	PERCENT FULL-TIME	MEN	WOMEN	PERCENT WOMEN	INDEPENDENT TOTAL	PERCENT FULL-TIME	MEN	WOMEN	PERCENT WOMEN
EXECUTIVE	20,772	95.2%	12,839	7,933	38.2%	3,161	91.4%	1,661	1,500	47.5%
FACULTY	222,532	42.9%	119,408	103,124	46.3%	12,451	52.8%	6,453	5,998	48.2%
INSTRUCTION AND RESEARCH ASSISTANTS	29,216	—	15,999	13,217	45.2%	202	—	122	80	39.6%
NON-FACULTY PROFESSIONALS	34,111	76.0%	13,658	20,453	60.0%	3,858	86.0%	1,351	2,507	65.0%
ALL PROFESSIONAL STAFF	306,631	46.1%	161,904	144,727	47.2%	19,672	65.0%	9,587	10,085	51.3%
TECHNICAL	40,636	44.0%	12,349	28,287	69.6%	1,517	37.8%	455	1,062	70.0%
CLERICAL	58,168	80.4%	6,697	51,471	88.5%	3,507	87.7%	307	3,200	91.2%
SKILLED	6,133	89.6%	5,524	609	9.9%	497	75.3%	384	113	22.7%
SERVICE	29,846	76.3%	21,479	8,367	28.0%	2,205	74.6%	1,423	782	35.5%
ALL NON-PROFESSIONAL STAFF	134,783	69.0%	46,049	88,734	65.8%	7,726	73.4%	2,569	5,157	66.7%
ALL STAFF	441,414	53.1%	207,953	233,461	52.9%	27,398	67.3%	12,156	15,242	55.6%

Source: Digest of Educational Statistics, 1994

On average, top administrative staff at community colleges made less than their counter-parts in four-year institutions in the 1993-94 academic year.

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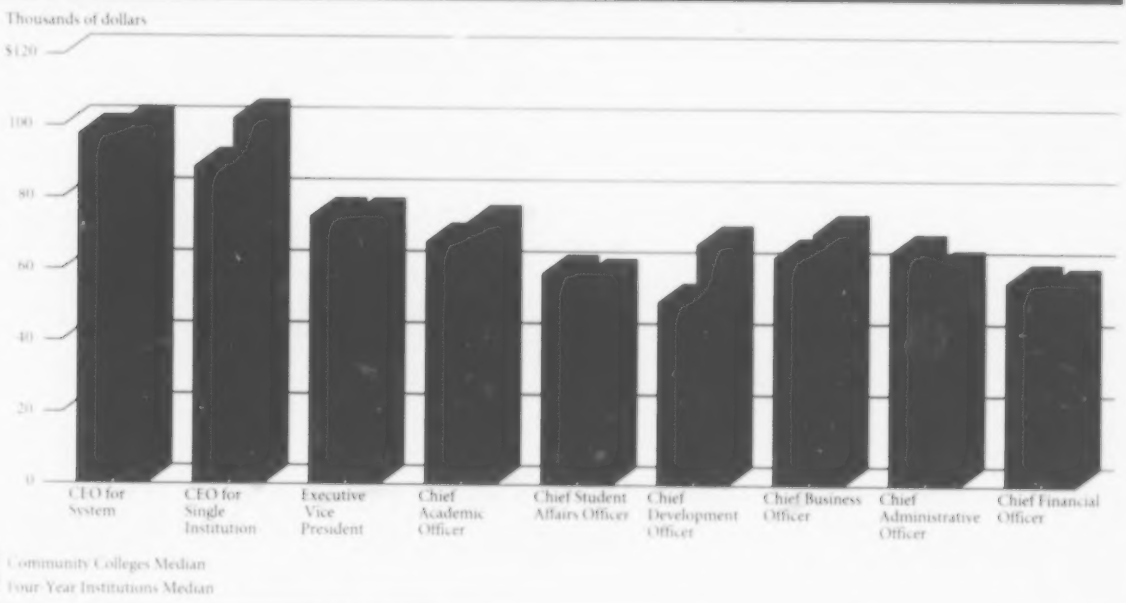
C5.3 Median Salaries of Top Administrative Officers by Level of Institution: 1993



Source: 1993–94 Administration Compensation Survey, 1994

T5.7 Top Administrative Staff Salaries in Community Colleges by Minority Status and Gender and Top Administrative Staff Salaries in Four-Year Colleges: 1993–94

	COMMUNITY COLLEGES					FOUR-YEAR COLLEGES
ADMINISTRATIVE TITLE	MALE	FEMALE	MINORITY	NON-MINORITY	MEDIAN	MEDIAN
CEO FOR SYSTEM	$97,553	$88,500	$81,200	$97,000	$97,553	$100,000
CEO FOR SINGLE INSTITUTION	$89,616	$78,350	$86,355	$88,749	$88,398	$102,000
EXECUTIVE VICE PRESIDENT	$75,200	$73,777	(1)	$75,200	$74,616	$74,600
CHIEF ACADEMIC OFFICER	$66,500	$68,004	$68,424	$66,748	$67,669	$72,711
CHIEF STUDENT AFFAIRS OFFICER	$59,245	$58,304	$58,872	$58,994	$58,930	$57,920
CHIEF DEVELOPMENT OFFICER	$53,379	$45,949	$69,768	$51,022	$51,022	$67,232
CHIEF BUSINESS OFFICER	$64,824	$52,170	$60,638	$63,701	$63,648	$70,376
CHIEF ADMINISTRATIVE OFFICER	$65,898	$62,793	(1)	$64,896	$64,896	$60,480
CHIEF FINANCIAL OFFICER	$57,669	$51,424	$55,546	$56,685	$56,685	$55,620

Source: 1993–94 Administrative Compensation Survey (CUPA), 1994

(1) Insufficient number of cases to report

T5.8 Top Administrative Staff Salaries in Community Colleges by Budget Quartile: 1993–94

	MEDIAN SALARY				
ADMINISTRATIVE TITLE	BUDGET OF $8.4 MILLION OR LESS	BUDGET OF $8.4–$13.7 MILLION	BUDGET OF $13.7–22.9 MILLION	BUDGET OF $22.9 MILLION OR MORE	ALL COMMUNITY COLLEGES
CEO FOR SYSTEM	*(1)	$81,200	$92,375	$111,150	$97,553
CEO FOR SINGLE INSTITUTION	$74,326	$85,000	$91,523	$102,014	$88,398
EXECUTIVE VICE PRESIDENT	$59,690	$65,948	$75,415	$81,442	$74,616
CHIEF ACADEMIC OFFICER	$54,977	$64,873	$70,339	$48,399	$67,669
CHIEF STUDENT AFFAIRS OFFICER	$48,225	$55,519	$61,992	$70,832	$58,930
CHIEF DEVELOPMENT OFFICER	$39,096	$44,893	$57,950	$64,900	$51,022
CHIEF BUSINESS OFFICER	$52,152	$58,200	$69,402	$77,934	$63,648
CHIEF ADMINISTRATIVE OFFICER	$59,691	$56,196	$69,155	$72,850	$64,896
CHIEF FINANCIAL OFFICER	$43,267	$42,948	$59,646	$69,696	$56,685

Source: 1993–94 Administrative Compensation Survey (CUPA), 1994

(1) Insufficient number of cases to report

T5.9 Top Administrative Staff Salaries in Community Colleges by Salary Percentile: 1993–94

	MEDIAN SALARY				
ADMINISTRATIVE TITLE	20TH PERCENTILE	40TH PERCENTILE	60TH PERCENTILE	80TH PERCENTILE	MEDIAN
CEO FOR SYSTEM	$81,453	$91,940	$101,000	$115,000	$97,553
CEO FOR SINGLE INSTITUTION	$73,202	$84,266	$92,000	$101,980	$88,398
EXECUTIVE VICE PRESIDENT	$62,379	$70,100	$76,214	$83,789	$74,616
CHIEF ACADEMIC OFFICER	$58,055	$64,745	$70,862	$65,803	$67,669
CHIEF STUDENT AFFAIRS OFFICER	$48,450	$55,900	$62,229	$70,176	$58,930
CHIEF DEVELOPMENT OFFICER	$40,148	$16,631	$54,780	$67,831	$51,022
CHIEF BUSINESS OFFICER	$53,612	$60,683	$67,158	$77,111	$63,648
CHIEF ADMINISTRATIVE OFFICER	$55,000	$62,000	$69,155	$74,904	$64,896
CHIEF FINANCIAL OFFICER	$42,887	$52,500	$61,300	$69,696	$56,685

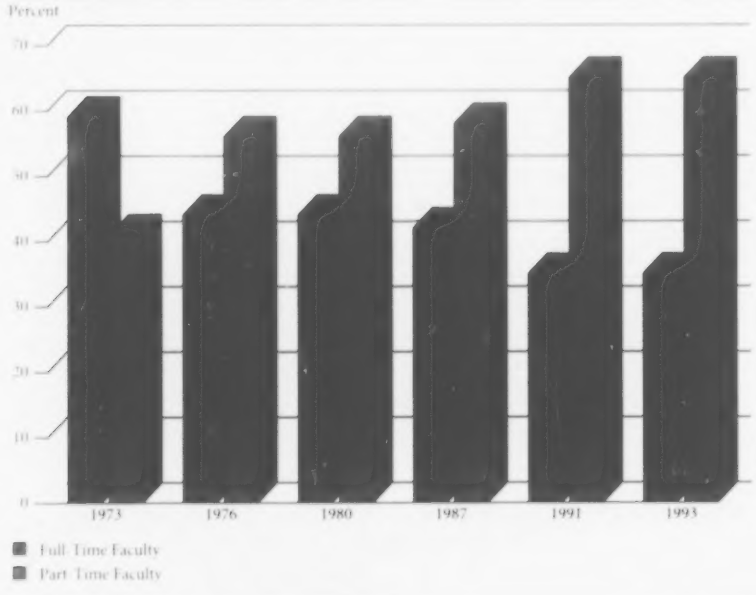
Source: 1993–94 Administrative Compensation Survey (CUPA), 1994

T5.10 Number of Community College Faculty by Employment Status: 1973 to 1991

	FULL-TIME		PART-TIME	
YEAR	FACULTY	PERCENT	FACULTY	PERCENT
1973	89,958	59%	61,989	41%
1976	88,277	44%	111,378	56%
1980	104,777	44%	134,064	56%
1987	107,608	42%	148,628	58%
1991	103,007	35%	189,283	65%

Source: AACC Annual Fall Survey

C5.4 Percent of Full-Time Faculty in Community Colleges: 1973 to 1993



Source: AACC Annual Fall Survey

The community college's 1993–94 annual budget was directly related to the salaries paid to top administrative staff.

T5.11 Employment Status of Community College Faculty by State: 1993

STATE	PART-TIME FEMALE	PART-TIME MALE	FULL-TIME FEMALE	FULL-TIME MALE	PART-TIME	FULL-TIME
ALABAMA	29.0%	29.1%	20.3%	21.6%	58.1%	41.9%
ALASKA	(1)	(1)	(1)	(1)	(1)	(1)
ARIZONA	34.5%	41.0%	10.6%	14.0%	75.4%	24.6%
ARKANSAS	25.3%	22.0%	27.1%	25.6%	47.3%	52.7%
CALIFORNIA	32.1%	33.5%	15.4%	19.0%	65.6%	34.4%
COLORADO	40.4%	30.0%	14.6%	14.9%	70.5%	29.5%
CONNECTICUT	39.9%	32.6%	13.7%	13.7%	72.6%	27.4%
DELAWARE	(1)	(1)	(1)	(1)	(1)	(1)
FLORIDA	32.2%	36.8%	14.1%	16.9%	69.0%	31.0%
GEORGIA	30.3%	24.9%	23.8%	21.0%	55.2%	44.8%
HAWAII	(1)	(1)	(1)	(1)	(1)	(1)
IDAHO (2)	18.4%	17.2%	12.5%	52.0%	35.5%	64.5%
ILLINOIS	33.7%	34.4%	15.2%	16.8%	68.0%	32.0%
INDIANA	30.2%	37.9%	15.4%	16.5%	68.2%	31.8%
IOWA	28.7%	19.7%	20.9%	30.7%	48.4%	51.6%
KANSAS	35.5%	30.3%	14.6%	19.6%	65.8%	34.2%
KENTUCKY	25.4%	26.2%	26.7%	21.6%	51.6%	48.4%
LOUISIANA (2)	19.0%	23.0%	31.4%	26.5%	42.0%	58.0%
MAINE	18.7%	19.1%	21.6%	40.5%	37.9%	62.1%
MARYLAND	32.3%	36.7%	14.6%	16.4%	69.0%	31.0%
MASSACHUSETTS	31.9%	29.0%	20.2%	18.9%	60.9%	39.1%
MICHIGAN	30.3%	38.4%	12.6%	18.7%	68.7%	31.3%
MINNESOTA	25.2%	22.6%	21.1%	31.0%	47.8%	52.2%
MISSISSIPPI	21.9%	16.3%	35.0%	26.8%	38.2%	61.8%
MISSOURI	30.0%	32.6%	17.6%	19.8%	62.6%	37.4%
MONTANA (2)	24.4%	23.4%	33.0%	19.2%	47.8%	52.2%
NEBRASKA	29.7%	30.7%	15.7%	23.8%	60.4%	39.6%
NEVADA	45.5%	37.9%	6.6%	9.9%	83.5%	16.5%
NEW HAMPSHIRE	(1)	(1)	(1)	(1)	(1)	(1)
NEW JERSEY	31.3%	34.8%	16.6%	17.3%	66.1%	33.9%
NEW MEXICO	28.9%	28.0%	17.8%	25.3%	56.9%	43.1%
NEW YORK	29.2%	33.1%	16.9%	20.7%	62.3%	37.7%
NORTH CAROLINA	34.6%	31.1%	17.2%	17.0%	65.7%	34.3%
NORTH DAKOTA	(1)	(1)	(1)	(1)	(1)	(1)
OHIO	31.8%	34.4%	16.8%	17.1%	66.1%	33.9%
OKLAHOMA	32.0%	34.9%	14.6%	18.4%	67.0%	33.0%
OREGON	37.5%	32.1%	14.6%	15.8%	69.6%	30.4%
PENNSYLVANIA	39.1%	38.9%	10.5%	11.5%	78.0%	22.0%
RHODE ISLAND	18.8%	31.2%	25.6%	24.4%	50.0%	50.0%
SOUTH CAROLINA	28.2%	26.5%	24.6%	20.8%	54.6%	45.4%
SOUTH DAKOTA (2)	34.6%	31.7%	12.7%	20.9%	66.3%	33.7%
TENNESSEE	30.1%	32.1%	18.9%	18.9%	62.2%	37.8%
TEXAS	29.8%	34.3%	15.8%	20.1%	64.1%	35.9%
UTAH (2)	24.6%	36.0%	13.8%	25.6%	60.7%	39.3%
VERMONT	(1)	(1)	(1)	(1)	(1)	(1)
VIRGINIA	32.6%	31.4%	16.4%	19.6%	64.0%	36.0%
WASHINGTON	35.3%	27.8%	16.8%	20.2%	63.1%	36.9%
WEST VIRGINIA	22.8%	34.7%	16.4%	26.1%	57.6%	42.4%
WISCONSIN	32.6%	30.3%	16.3%	20.8%	63.0%	37.0%
WYOMING	33.7%	31.0%	16.9%	18.4%	64.7%	35.3%
GRAND TOTAL	31.9%	32.9%	16.3%	19.0%	64.8%	35.2%

Source: AACC 1993 Fall Survey

(1) Blank cells had insufficient data to report

(2) Low response rate, data may be unreliable

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T5.12 Number of Full-Time Instructional Faculty on 9- and 10-Month Contracts by Sex, Academic Rank, and Type of Institution: 1989–90

	PUBLIC		INDEPENDENT		
ACADEMIC RANK	COMMUNITY COLLEGES	4-YEAR COLLEGES	COMMUNITY COLLEGES	4-YEAR COLLEGES	TOTAL
PROFESSOR	8,154	68,377	268	36,093	112,892
ASSOCIATE PROFESSOR	7,822	52,277	274	29,969	90,342
ASSISTANT PROFESSOR	7,173	49,430	446	31,406	88,455
INSTRUCTOR	4,653	10,506	349	6,388	21,896
LECTURER	311	5,364	13	1,712	7,400
NO ACADEMIC RANK	43,174	1,170	1,224	2,559	48,127
ALL RANKS	71,287	187,124	2,574	108,127	369,112
SEX					
MALE	136,408	41,148	76,884	1,270	255,980
FEMALE	50,716	29,869	31,243	1,304	113,132

Source: Digest of Education Statistics, 1993

T5.13 Average Salaries of Full-Time Community College Faculty on 9-Month Contracts by Academic Rank: 1980–81 and 1991–92

	1980–81	1992–93		
RANK	ALL COMMUNITY COLLEGES	ALL COMMUNITY COLLEGES	PUBLIC	INDEPENDENT
ALL FACULTY	$21,898	$38,574	$38,935	$26,105
PROFESSOR	$26,528	$47,963	$48,286	$33,757
ASSOCIATE PROFESSOR	$22,750	$40,704	$41,094	$28,960
ASSISTANT PROFESSOR	$19,166	$34,305	$34,713	$26,921
INSTRUCTOR	$15,651	$30,753	$31,039	$23,505
LECTURER	$16,222	$20,136	$20,116	$24,006
NO ACADEMIC RANK	$22,615	$38,069	$38,405	$23,848

Source: Digest of Education Statistics, 1994

According to AACC figures, the ratio of part-time to full-time faculty has steadily increased between 1971 and 1991 to nearly 2 to 1.

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The Future of Community Colleges

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CHAPTER

SIX

The Future of Community Colleges

It is hoped the information in this publication has been useful and meaningful. While not all-inclusive, it is intended to provide a profile of community colleges nationally. It is hoped that by looking at historical trends for community colleges we can more accurately predict their future.

It is unlikely that the mission of community colleges will evolve dramatically in the near future. Shifts in mission emphases may occur, but its heart will not change. What will occur, however, are shifts in method. As in the past, these shifts will be caused by outside influences.

"Democracy's colleges," as community colleges have come to be known, are built on a financial base unique in the higher education community. Local community tax sources contribute importantly to the colleges' funding mix and are a source scarcely available to other kinds of colleges or universities. Fifteen years ago, the national percentages for the three important sources of college financial support were equally distributed: one-third derived from the state, one-third from local taxes, and one-third from student tuition and fees. Economic downswings in the last decade have changed the mix to the point that in 1992 state contributions rose above 46 percent and tuition and fees dropped to around 20 percent. States are squeezing their colleges to control budgets, in part by capping the number of students for which they will make contributions. Tuition continues to rise slightly faster than inflation. These influences serve to assault the open-door principle that has been one of the signatures of community colleges. It may become increasingly difficult for the colleges to keep their doors open completely.

The role of the colleges as community resources is likely to expand, triggered in part by economic circumstances and fueled

by increasing community factiousness. The past decade's extraordinary growth in college-business partnerships and worker training and retraining services is likely to continue to grow, stimulated in large measure by a dynamic economy that continues to downsize, economize, automate, and flatten management arrangements. Colleges' adaptability, efficiency, approachability, and expertise in responding to these changes will encourage even more of the private sector to look to them as vital resources. The lifelong learning theme will continue to thrive in the community colleges.

The problems of crime, youth alienation, and high rates of immigration, among others that disrupt community tranquility, will lead to significant roles for community colleges. They will alter instructional programs to include stronger emphases on ethics, civility, conflict resolution, community service, civic responsibility, and cultural understanding. Colleges are likely to be responsible for convening their communities for open discussions of the issues. These powerful currents will demand an even richer mix of collaborations with high schools, clergy, civic groups, professional associations, and other colleges and universities. The essential skill of any community college president is likely to be his or her expertise in building partnerships to accomplish the full sweep of growing responsibilities.

With an expanding role comes greater scrutiny. Community colleges have always been held to a higher standard of accountability for their achievements than other types of postsecondary institutions. Because of their uniqueness, they have been pressured to demonstrate the rationale for and quality of their efforts. This trend will continue. Public concern, even pessimism, about the high costs, institutional self-protectiveness, abuses of federal grant and loan programs, and the graduate's difficulty in securing related employment have created a groundswell of sentiment for accountability at all levels of education. Goals 2000, the reconfiguration of higher education accreditation apparatus, and the new regulations governing federal student aid programs are its expressions. The result will be the allocation of more institutional resources to demonstrate that students actually grow in specific and acceptable ways as a result of participating in education.

The future also forces colleges to deal with technology. Its impact on education has been remarkable, and this revolution has only begun. On the administrative level, individual colleges are wired together to facilitate management and enhance communication among departments. In instruction, electronic equipment supplements in-class work, supports developmental education programs, uses multimedia materials to enliven and enrich classes,

and expands off-campus programs through distance education. State systems are connected electronically, communications via online services is increasing, and Gopher, Mosaic, and World Wide Web file servers at community colleges are growing in number. Some colleges are already connecting with institutions in other countries, offering coursework, technical assistance, and professional development through the use of technology.

The potential of such systems is only now being realized, and the developmental work necessary to take full advantage is being identified. Complete reliance on the lecture approach to instruction has seen its day. Now faculty will have to train to become managers of learning, expert users of technology, and innovators in the manipulation of technology to reach educational goals. In moves toward greater efficiency, administrators will rely even more heavily on electronics to track operations, establish and maintain community collaborations, participate in professional development activities, and adjust programs to meet the learner's changing needs and interests. The explosion in home computer use, coupled with the continuing increase in part-time attendance, will likely lead to more coursework offered for home participation. Distance learning is likely to grow exponentially, requiring changes in faculty use and reward systems, equipment investment, instructional approaches, budget allocations, and intercollege collaborations, as well as raise concerns about such issues as program ownership. The issues are new and complex, and their resolution will require a significant investment of time and deliberation.

The journey community colleges have taken over the past century could appropriately be described as an evolution. Their basic character and personality have been established and, short of a catastrophe will remain as they are. However, shifts in emphases, methods, and partnerships will occur because communities are always in flux. Community needs, interests, and focuses change; community colleges will adjust their essential contributions to match.

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